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ABSTRACT

A national study of training offered by nonschool organizations in the United States indicated that, in addition to schools and colleges, 28 other types of organizations offer training and education. The total number of persons served by traditional educational institutions in 1984 was around 80.4 million. In contrast, 151.5 million may receive training through nonschool organizations each year. The two largest providers of nonschool education are religious institutions (with 33 million individuals served) and employers. Business and industry are estimated as training 30 million persons, followed by 887,000 persons trained by the federal government, 900,000 by state governments, and 600,000 by local governments. In a recent year, military training in nonschool settings was provided to 2,199,000 individuals. The education provided by libraries and museums is much more difficult to estimate. Much of the participation in continuing education, particularly in such fields as health care, may be the result of professional licensing requirements. (This report includes descriptions of each of the 28 types of providers of nonschool education identified, a 13-page bibliography, samples taken from 16 survey instruments that have been developed for use in obtaining data concerning education and training offerings, and a chart detailing the areas covered by each instrument.) (MN)

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America's Other Educational System:
Training Offered by Nonschool Organizations

by Robert Calvert, Jr.

This paper is submitted to the National Center for Education Statistics under the provisions of Contract 433J47500826

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About this report...

This report was commissioned for the National Center for Education Statistics (NCES) in keeping with its mandate under Section 406 of the General Education Provisions Act to "report full and complete statistics on the conditions of education in the United States."

Historically, NCES has surveyed and reported on activities in a wide range of institutions whose primary purpose is education. These studies range from preschools to adult education and from public school systems to free universities.

In keeping with increasing attention being paid to employer training, the role that libraries and media centers play in the learning process, and the educational activities of organizations whose main purpose is other than education, NCES commissioned this paper to provide background for planning studies of nonschool organizations. Marjorie O. Chandler of NCES served as project officer and her help contributed greatly to this effort.

For information on reports and studies available through NCES call 202/254-6057.

About the author...

Robert Calvert, Jr. served as Chief of the Adult and Vocational Education Surveys Branch of NCES for ten years. Later, he was Executive Director of the National Advisory Council on Education Statistics and Deputy Assistant Administrator of NCES for Statistical Services.

In 1983-1985, he directed a project funded by the National Institutue of Education to develop a system for measuring employer sponsored training. He was then project officer for a study supported jointly by the American Society for Training and Development and the American Bankers Association which surveyed the extent and characteristics of training in banks.

He has established a clearinghouse of information on educational activities of nonschool organizations. For information, write PO Box 190, Garrett Park, MD 20896 or call 202/946-2553.

Highlights

In addition to schools and colleges, two dozen other types of organizations offer training and education. These groups, whose main purpose is other than education, range from professional and trade associations to employers.

The total number of persons served by traditional educational institutions (ranging from pre-school to adult education) was around 80.4 million in 1984. By contrast, an estimated 151.5 million may receive training each year through "nonschool" organizations.

The two largest providers of nonschool training are religious institutions (with 33 million served) providers and employers. Business and industry employers train an estimated 30 million followed by 887,000 for the federal government, 900,000 for state governments, and 600,000 for local governments.

Employer sponsored training also includes the military services who trained 2,199,000 in a recent year.

Two of the more difficult to estimate areas are libraries and museums. Each has nearly 400 million users each year. Libraries are estimated to serve 1 million with educational programs and museum training and education, 17 million.

Professional licensing requirements now require continuing education in many fields and this accounts for much of the educational activities in such fields as health care.

More studies of various provider areas are needed to fill data gaps and to permit more accurate estimates of the volume of training and education.

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Introduction

Americans are reported to have a love affair with education. Certainly, study after study shows that the United States leads in almost every educational indicator. Even our magnificent love affair with the automobile palls by comparison with 85 million plus Americans involved with educational institutions as students, teachers, administrators, or other educational employees. And the literature is replete with testimony concerning the values of education in fostering upward mobility, reducing the impact of class barriers, assimilating new immigrants, and in providing skills needed for occupational security.

Statistical compendiums on education in the United States are limited to information obtained from surveys of schools and colleges. The twin NCES publications The Condition of Education and the Digest of Education Statistics display these data.

But beyond the programs of schools and colleges is another education system--one expert, Bob Craig, refers to it as the "shadow education system." This is a network of classes, cassettes, home study, and other instructional processes used in educational programs by a number of nonschool organizations. "Nonschools" are defined very simply as organizations whose main activity is other than education. Xerox, the major communications company, for example, operates an educational center in Leesburg, Virginia. The New York Public Library loans language learning cassettes.

Efforts to gather data on the educational activities of nonschools have been relatively few and this paper reports on efforts to identify and assess as many of these studies as possible.

First, to provide perspective on the scope of this project, let's define a few terms:

> Learning is the grand total of all knowledge acquisition activities during a person's lifetime. It includes both deliberate (formal education and self-directed) learning and incidental learning (the accidental learning that is the result of varied life experiences).
>
> Education is a subset of learning and is that portion which takes place through a teacher-student relationship or a structured curriculum program. Education may be offered by schools or colleges or by any other type of institution.
>
> Training is a planned and systematic sequence of instruction under supervision designed to impact predetermined skills, knowledge, information, or abilities to meet a designed objective. For purposes of this paper, education and training tend to be used synonymously.

This report will avoid terms like "formal and informal" or "nontraditional." They have nothing to do with the content or scope of education--the most informal methods, for example, may be used in postdoctoral training activities. And some of the most nontraditional course settings may take place in the Harvard Yard.

Another perspective is provided by a summary of the known data on the educational activities of schools and colleges. These are the numbers served, in most cases in 1984, by educational insitutions:

Type of Institution	Number of Participants
Public elementary schools	26,650,000
Private elementary schools	3,600,000
Pre-school institutions	3,963,000
Adult basic education	2,100,000
Public high schools	12,280,000
Private high schools	1,400,000
Colleges and universities	12,330,000
Adult education (through schools)	12,800,000
Noncollegiate career schools	1,687,000
Free universities	547,000
Learning referral centers	38,000
Home study schools	3,000,000
Total	80,395,000

Purpose of Project

The main goal of this project is to help NCES plan its future survey program by ascertaining the state of information today on the educational activities of nonschool organizations and briefly assess the need and difficulties associated with future studies of the various provider groups.

Details of the procedures utilized appear in the methodology section. But, in short, the project included the following:

1. Researching through libraries, published reports, bibliographies, known researchers, and key organizations in an attempt to identify every pertinent study made in the past 10 years.

2. Organizing reports and positive and negative information from contacts under a series of provider categories.

3. Estimating the number of persons trained each year by the various provider categories.

4. Assessing the need for additional studies of education by provider groups and estimating the relative difficulty and cost of each.

5. Assembling available survey instruments and analyzing their data elements to,discover most commonly collected survey information.

6. Providing a bibliography of the key references and reports in this area.

This report presents the findings which met these objectives.

Illustrative School and Nonschool Providers

The Onondaga County Education Information Center prepared a *Directory of Adult and Continuing Education in Onondaga County*. The directory for this New York state area, as cited in *Adult Education Today* (August 6, 1984) illustrates the institutions within and outside the scope of this project as well as the diversity of these organizations.

Out of scope, an educational institution

American Institute for Paralegal Studies
Barbizon Modeling School
BOCES, Onondaga-Madison Counties
Bryant and Strattan Business Institute
Center of Ballet and Dance Arts
Central City Business Institute
Chapman College Residence Education Center
Childbirth Education Center of Greater Syracuse
Columbia College
Contemporary School of Beauty Culture
Drake Studio
Educational Opportunity Center
Empire State Baptist Seminary
Empire State College
Family Life Education
Funiversity
Industrial Trades Institute
Laubach Literary
LeMoyne College
Literacy Volunteers
Lorraene School of Dance
Maria Regina College
Metropolitan School for the Arts
National Tractor Trailer School
Northwestern Technical Institute
Onondaga Community College
Onondaga County School Districts
Onondaga Flight School
Regents External Degree
Sair Aviation Flight School
Simmons School of Mortuary Science
Stanley Kaplan Educational Center
SUNY College of Environmental Science
SUNY Upstate Medical Center
Syracuse Ballet Academy
Syracuse City School District
Syracuse University

In scope, not primarily an educational institution

American Red Cross
Backstage Theatre Arts
Beaver Lake Nature Center
Brighton Family Center
Catholic Charities
Center for Holistic Living
Central New York Association for the Hearing Impaired
Clark Music Company
Community Folk Art Gallery
Computer Solutions
Contact-Syracuse, Inc.
Cooperative Extension Service of Onondaga County
Crouse Irving Memorial Hospital
Dale Carnegie Institute
The Dance Place
Home Aides of Central New York
Huntington Family Centers
Hutchings Psychiatric Center
International Management Council of Central New York
Jewish Community Center
LaLeche League
Medical Personnel Pool
Onondaga Braillists Organization
Onondaga Child Care Council
Onondaga Pastoral Counseling Center
Planned Parenthood Center
Quality Care Nursing Services
Radio Shack Computer Center
Safety Council of Central New York
St. Joseph's Hospital
Salt City Center for Performing Arts
Self Awareness Center
Stepping Out Dance Center
Syracuse Association for Education of Young Children
Syracuse East-West Center
Syracuse Parks and Recreation Dept.
Women's Information Center
YMCA of Syracuse
YWCA of Syracuse

Importance of Educational Activities of Nonschools

Very quickly, why is this subject important?

1. Superior employer training has been cited by some as the reason for Japanese manufacturing success. One study cited that the average Japanese worker receives 500 days of training over the first 10 years of employment. This is the equivalent of one working day per week (Kepner-Tregoe, Princeton, NJ 08540).

   But faced with the national significance of our balance of payments problem and international competition with other nations, training activities by employers and other nonschool organizations can no longer be considered as just of internal concern. But so little data exists in the United States that it is impossible to compare our activities with those of Japan.

2. Our national education prowess is well known and the influx of students from overseas has helped our balance of payments crisis. Could training activities prove a more useful export commodity?

   The United States Training Industry: Export Potential was prepared by a research team at the University of Pennsylvania. This report estimated the United States had $4 billion in overseas training contracts in 1982 and discussed its implications.

3. Growing competition for state and local tax dollars has intensified a review of all sources of education and training. Clearly, if nonschool organizations are providing needed educational activities, local public schools and community colleges may be less apt to initiate expensive programs which conflict.

   Local educational agencies and state occupational information coordinating committees are concerned today with improved planning and the elimination of redundent programs.

4. Congress is particularly concerned that all potential sources of occupational training be inventoried and that the number of persons prepared in various fields be used for more effective occupational supply-demand projections. Data on job training by schools and colleges is well known. What about that proportion offered by nonschool organizations?

5. In recent years, the line between educational institutions and other organizations has become increasingly blurred. Many different types of institutions now actively sponsor educational programs.

   When the first Requests for Proposals went out in 1965 for bids to operate Job Corps facilities, War on Poverty planners assumed their respondents would be schools and colleges.

Instead, they encountered a heavy response from private industry which treated the offering of education like any other service program.

6. Finally, the existing high level of education in our society, and the fact that those with prior education are the most interested in more education, means that millions of Americans are searching for educational opportunities. The resources used by these people to continue their education need to be studied and trends in providers studied.

Many have commented on the dearth of information on educational activities of nonschools particularly on that segment offered by employers, since the subject was brought to national attention by the classic Classrooms in the Factories.[1]

Wirtz and Goldstein said:[2]

> ...the short of it is that there is simply no comprehensive or integrated system of work training measurements in the United States. Millions of young Americans are now selecting education and work training courses, and in effect shaping their life patterns, on the basis of badly informed assumptions and often misleading information about the work prospects ahead of them. Billions of dollars are being spent on educational and training systems and structures reflecting these same rootless asumptions. While a considerable amount of relevant data is available regarding pieces of this picture, they are presently in such form as to almost defy putting them together (Wirtz and Goldstein, 1975, p. 27).
>
> Earlier, a presidential task force on occupational training in industry made this comment in its 1968 report:
>
> The most serious information gap encountered by the Task Force is the lack of comprehensive, up-to-date, aggregate data on the nature and scope of training in private industry. The available national training studies, while useful in providing a general understanding of the configuration of training in private and public sectors, need to be updated, improved technically, and made more comprehensive. Specifically, the Government should conduct a survey or series of surveys of training programs in private industry. These studies shouldprovide detailed information on enrollments in, and completions of, training programs by occupation, industry, and type of training, and on the characteristics of trainees.

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[1] Clark, Harold F. and Harold S. Sloan Classrooms in the Factories: An Account of Educational Activities Conducted by American Industry Rutherford: Fairleigh Dickinson University, 1958.

[2] Wirtz, Willard and Harold Goldstein A Critical Look at the Measuring of Work Washington: National Manpower Institute, 1975 page 27.

Summary of Nonschool Educational Activities and Survey Recommendations

Later, this report provides details on the educational activities of the provider groups cited below. The table below estimates the numbers participating in educational activities offered by the provider categories and summarizes the survey recommendations.

Provider category	Numbers of Participants	Survey Recommendation[1]
Adult Basic Education (not otherwise reported)	100,000	Adequate already
Apprenticeships	450,000	Adequate already
Associations	10,000,000	High priority
Business and Industry	30,000,000	High priority
Community and Social Organizations	21,100,000	Low priority
Consulting Organizations	2,000,000	Low priority
Cooperative Extension	12,400,000	Adequate already
Correctional Institutions	148,000	Low priority
Federal Government, Employees	887,000	Adequate already
Federal Government, Job Training	1,081,000	Adequate already
Federal Government, Special Training	1,301,000	Low priority
General	(2)	High priority
Health Care Organizations	800,000	Low priority
Home Study	(2)	High priority
Labor Union	100,000	Low priority
Libraries	1,000,000	High priority
Local Government	600,000	Low priority
Media	615,000	Low priority
Military Services	2,199,000	Adequate already
Museums	17,000,000	High prioirty
Postal Services	500,000	Adequate already
Professional Continuing Education	(2)	Low priority
Protective Services	1,562,000	Low priority
Recreation and Sports	7,630,000	Low priority
Religious Organizations	33,000,000	Adequate/Low priority
State Governments	900,000	Low priority
Tutorial	1,637,000	Adequate already

Veterans Administration (not otherwise reported)	21,000	Adequate already
Total	151,531,000	

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[1] Survey recommendations use these terms: Adequate already means a data collection system has been established to gather the data, high priority means information is needed and in many cases may be obtained fairly easily, low priority means data is less essential or in many cases will be very difficult and expensive to gather.

[2] Information on participating in activities in general, home study, and professional continuing education is reported under individual providers rather than by using these categories.

Description of Survey Recommendations

High Priority--

Associations-Generally well organized and cooperative, education is an important part of their service programs. Many are very interested in documenting their program activities. A good universe exists and hundreds are located in the Washington, DC area.

Business and industry--Data in this area is highly important and two studies in the past year show that employers will respond to a short survey instrument. There have been a number of studies of a portion of the employer area but no recent definitive study of the entire business and industry spectrum.

General-- The various national studies need to be continued such as the key NCES study of Participation in Adult Education.

Home study-- A new survey is very much needed in this area. The National Home Study Council may be expected to cooperate fully and the universe to be studied is known and relatively small.

Labor Unions-Every major analysis of labor union education for the past 20 years has had to use estimates as no hard data exists. There are only several hundred labor unions and cooperation may be anticipated from most.

Libraries-- The expanding role of the libraries into learning resource centers reflects their growing importance in educational activities. A study of library educational activities using a sample of institutions should produce highly interesting results.

Museums-- The NCES Museum study did not provide definitive data on their educational activities and a study of museums may be used to fill that information void.

Low-Priority

Community and social organizations--These groups are difficult to identify and it is hard to develop an adequate sample. The study would be expensive.

Consulting Organizations--Reluctance to provide proprietary information and the changing number of these organizations contribute to a cautious recommendation to delay surveys in this area.

Correctional Institutions--The fact that reasonably good data already exists in this area and its relatively small size suggest that survey activities should be deferred here.

Federal Government, Special Training--Presumably most agencies have data on their training schools but it is not as essential as information available on other providers.

Health Care Organizations--This is an important area but more planning needs to take place before a study may be designed.

Local Government--The number of local governments and other special districts make this a very complicated survey area, and research may be deferred until a later date.

Media-- The role of cable TV needs to be documented and this may encourage a study when more of the country has access to this new learning tool.

Professional Continuing Education--Most education in this area is offered through one of the provider groups such as associations or consulting organizations. But studies of how individuals meet professional refresher requirements would provide a useful base of information.

Protective Services--Because of the large number of protective service employers and the complexities in locating and sampling them, a survey in this area may be deferred until later.

Recreation and Sports--Obviously sports lessons are less critical to our national well-being than many other education activities. Also, a comprehensive survey in this area would be difficult to plan and relatively expensive to carry out.

State Governments--Data is needed on state government training but it would be fairly difficult to obtain as state governments do so little data collection in this area.

The various data sources and factors used in making the above survey recommendations are detailed by providers. As most of the readers of this report may be researchers concerned with this area and to facilitate the process of updating (and hopefully, improving) these figures, an extraordinary amount of detail on contacts is included. This lists individuals by name and telephone number in dozens of cases. The availability of contact information, it should be repeated, will facilitate future investigations in these fields.

When this project was being planned two other provider categories were included in the outline: foundations and social and fraternal organizations. Research in the field indicated that foundation-supported training could best be reported under the provider offering the program. No information is available on the educational activities of social and fraternal organizations (such as the Elks, Masons, or Lions) but some ethnic related social and fraternal organizations may sponsor educational programs such as an Asian American organization offering adult basic education. Despite this possibility, no information was discovered in this area and the category was eliminated from this final report.

Methodology

There have been several prior efforts to inventory data sources on educational activities of nonschool organizations. Citations in the bibliography include reports by Calvert, Chabot, Fraser, Peterson, and Wagner. With the exception of the Fraser report, the author of this paper contributed in a major or minor way to all of these reports.

In addition to the obvious difference of being more current, by three or four years, than any of the above, this report should reflect the considerably greater effort to research ("dig out" sounds more appropriate) information from as many data sources as possible.

In this process, the following activities were undertaken:

1. A complete search for books, reports, and articles dealing with this area was made at a number of libraries. Libraries consulted included those operated by the National Institute of Education, the Department of Health and Human Services, the Department of Labor, the Department of Transportation, the National Aeronautics and Space Administration, Montgomery County, and the District of Columbia.

   Finally, for those "hard-to-find" items, a search was made at the Library of Congress. This produced only about half the otherwise missing reports. For these reports it would be necessary to visit associations, university presses, etc. which may have a master copy or file copy of a book or report still available.

   In retrospect, the library search activities proved the least useful of the three methods of research. On the subject of printed materials, one point merits emphasis. Anyone looking at the bibliography might wonder about the number of reports in the late 1970s and early 1980s and the relative dearth of material from the mid-1980s. This is not the result of lazy research but reflects the number of federally-funded conferences in the earlier years with many commissioned papers. Budget cutbacks and other factors have eliminated most of these conferences in recent years. These earlier activities included the Lifelong Learning Project of the U.S. Office of Education, the Future Directions for a Learning Society of the College Board (both in the late 1970s), the NIE Workshop on Education and Training Policy in June 1979, the National Invitational Conference on Worklife Education of the National Institute for Work and Learning in September 1980, and the National Issues Forum on the Nature and Extent of Employee Training of ASTD in October 1982.

   A review of the Reader's Guide to Periodicals was conducted. In addition, all issues since 1980 for periodicals such as these were checked:

   Training magazine
   Training and Development Journal
   Monthly Labor Review
   Career Planning and Adult Development Newsletter
   Adult Education Today
   National Report, ASTD
   Behavorial Sciences Newsletter

The HRD Review
Training and Development Alert
Bulletin on Training
Vocational Training News

2. A file developed by the author over the last 10 years was checked for reports, leads to other publications, and contacts which might have information.

   Perhaps the fact that this file has been continually updated as new information appeared in the media made the library search phase less useful.

   The information in the file of educational activities of nonschool organizations will be continually updated as new sources of information become available.

3. Telephone calls, letters, and in-person visits to dozens of organizations were used to ferret out as much information as possible. A running log of these contacts was made and might be useful to illustrate the variety sources which should be contacted in an investigation in this area:

   American Alliance for Health, Physical Education and Recreation
   American Association of Museums
   American Council on Education
   American Federal of Labor
     Education Department
     Research Office
   American Hospital Association
   American Institute of CPAs
   American Library Association
     Research Office
     Adult Education Office
   American Medical Association
   American National Standards Institute
   American Public Health Association
   American Society for Health Manpower Training
   American Society for Healthcare Education and Training
   American Society of Association Executives
   Association for Community Based Education
   Atlanta Police Department
   Bureau of the Census
   California Department of Commerce
   California Department of Consumer Affairs
   California State Personnel Board
   Center for Worker Education
   Continuing Library Education and Exchange
   Cooperative Extension Service
   Corporation for Public Broadcasting
   Correctional Education Association
   Council for Noncollegiate Continuing Education
   Council for State Governments
   Council on Library Resources
   Educational Testing Service

Far West Laboratory
Federal Bureau of Prisons
Field Museum
Forum-Schrello Corporation
Four-H National Council
George Meany Labor Center
George Washington University Center for Museum Education
International Association of Chiefs of Police
International Association of Fire Chiefs
International Association of Fire Fighters
International City Management Association
International Personnel Association
International Personnel Management Association
Job Corps
Laubach Literary International
League of Women Voters
Literary Volunteers of America
Louisiana State University School of Library Science
National Association of Realtors
National Association of Real Estate Brokers
National Association of State Directors of Law Enforcement
National Catholic Education Association
National Center for Education Statistics
National Clearinghouse on Licensure, Enforcement, and Regulation
National Commission for Health Certifying Agencies
National Commission on Cooperative Education
National Conference of Criminal Justice Statistics Association
National Council of Churches
National Criminal Justice Reference Service
National Endowment for the Arts
National Fire Prevention Association
National Fire Academy
National Fire Protection Association
National Fire Volunteer Council
National Governors Association
National Institute for Corrections
National Institute of Occupational Health and Safety
National Institute of Senior Centers
National League of Nursing
National Recreation and Park Association
National Safety Council
National Training and Development Service
National YMCA
New Jersey Department of Civil Service
New York Public Library
Office of Personnel Management Division of Training Resources
Pennsylvania Municipal Training Division
Pennsylvania Office of Administration
Police Foundation
Public Broadcasting Service
Public Library Association
Teamster's Union
Training magazine
U.S. Catholic Conference
U.S. Chamber of Commerce

U.S. Department of Agriculture
  4-H Office
  Graduate School
  Home Economics Office
  Statistical Analysis Unit
U.S. Department of Commerce
U.S. Department of Defense
U.S. Department of Education Adult Education Office
U.S. Department of Labor
  Apprenticeship Training Bureau
  Bureau of Labor Statistics
  Employment and Training Administration
U.S. Postal Service
University of Baltimore, Department of Criminal Justice
Virginia Department of Professional and Occupational Regulation
World Council of Churches

The list totals 100 but many times several units within an organization were contacted for data or leads to additional information.

ADULT BASIC EDUCATION

Summary of Field Our national goal is to have all adults function at least at the equivalent of a sixth grade to eighth grade education. In 1984, the Department of Education estimated that 25 million adults (or one in seven) were not at this level, whatever their formal education. They are functionally illiterate. Due to legal and illegal immigration, some 1.3 million non-English speakers enter this country each year. With the 1 million teenagers who leave school without elementary skills, this adds 2.3 million annually to the ranks of the functional illiterate.

Some adult basic education is offered by schools, some by community agencies, some by correctional institutions, and some by employers. All of these are reported as separate sponsors in this paper. Collectively, they reached 2,261,252 persons in FY 1981 under programs supported in part by the federal government. Additionally, many others, number totally unknown, are trained via privately supported programs.

Estimate of Training

Most of the adult basic education activities are conducted by providers already included in this report. There are probably an additional 100,000 plus trained by all other organizations.

Source and Contacts (1) Jorie Mark of the U.S. Department of Education is a key person in both the collection of data on adult basic education (ABE) as well as on the more difficult mission of relating these data to other adult education statistics.

(2) The Adult Education Program Statistics report is published every year by the Adult Education Division of the Education Department. In FY 81, it reported 2.2 million trained with these proportions by selected types of organizations:

Business and industry	14.3%
Religious organizations	13.4
Schools	15.4
Community organizations	7.9
Manpower training agencies	5.1
Labor unions	0.8
Not reported	43.2
Total	100.0%

(3) Business is concerned about literacy. U.S. News and World Report (April 1, 1985) cites a Northeast utility where only 10 percent of those interviewed for jobs are thought promising enough to be tested--and half of those fail a test. In another firm, 70 percent of the outgoing correspondence must be retyped because of spelling or punctuation errors. Finally, when workers complained about the food in one company cafeteria, it was discovered that the cook could not distinguish between "teaspoon" and "tablespoon" in recipes. A similar article appears in Business Week (April 16. 1984).

(4) Several types of organizations operate programs not reported by any of the other provider sources. The Laubach Literacy International (Syracuse, NY 315/422-9121) trained 17,500 persons in ABE in the U.S. last year. Literacy Volunteers of America (also in Syracuse at 315/474-7039) trained 13,000 students and 11,000 tutors last year. Both of these groups refer many students to other sources for training assistance.

(5) The Business Council for Effective Literacy (1221 Avenue of the Americas, New York, NY 10020 212/512-2415) was formed because of the concerns of business leaders about the negative effect of illiteracy on their organizations.

(6) In 1981, the American Library Association organized the Coalition for Literacy to bring together 11 national and private sector organizations to work for a more literate population. This group operates out of the ALA office in Chicago.

(7) The Michigan Language Center in Ann Arbor is an example of a private academy formed to offer courses in English as a Foreign Language. It has nine levels of courses and works closely with the University of Michigan.

Survey-Recommendation As the Division of Adult Education captures the great bulk of the data on adult basic education in the United States, there seems no need for any additional survey activity in this area.

APPRENTICESHIP TRAINING

Summary-of Field Apprenticeships are training programs developed by a joint labor employer agreement including instruction in skills required in a craft or occupation through systematized instruction and on-the-job training. Most apprentices are at least 16 years of age and have high school diplomas. The federal government evidenced its support of these activities through the National Apprenticeship Act of 1935, its subsequent support of the programs, and the collection of information on its scope. Apprenticeships are offered in 700 occupations ranging from accordion maker to X-ray equipment tester. Wages generally start at half the rates paid master craft workers.

Estimate-of-Training

In the second quarter of FY 85 there were
230,326 registered apprentices
220,000 unregistered (in less formally organized programs)
450,326

Sources and Contacts (1) the U.S. Department of Labor has a Bureau of Apprenticeship and Training as a part of its Employment and Training Administration. This Bureau collects and publishes data on registered apprentices. It also estimates the numbers participating in unregistered apprenticeships--organized training experiences but without formal labor-employer agreements. Two key contacts are Carl Vanderbur (202/376-6304) and Nicholas Kolb (202/376-2570).

(2) Secretary of Labor Brock, in an address marking the 40th anniversary of the apprenticeship program in August 1985, said that 320,000 persons participated in apprenticeship programs in 1984. This was the total ever involved in the program during the year, whereas the figures above were for one quarter.

(3) The *Catalog of Federal Domestic Programs for 1985* indicates that apprenticeship training supported by the federal government aided 315,000 in FY 83 and 320,000 in FY 84. As there is confusion over the counting of those who ever participated during the year versus those enrolled at one time and registered and unregistered persons the 450,000 figure is used.

Survey Recommendation The Labor Department has an effective program for gathering apprenticeship data. There seems no need for an Education Department role in this process.

ASSOCIATIONS

Summary of Field There are an estimated 19,000 trade and professional associations in the United States today. Most seek to advance the interests of their field or the professional status of their members. They may be organized on a national, regional, state, or local basis. Directors of around 12,000 of the larger associations hold membership in the American Society of Association Executives and their groups have 60 million members. All associations may have a membership totalling 70 million. Many associations offer courses to help their members advance in their field or to meet mandatory licensing or refresher requirements.

Estimate of Training

Total association membership	70 million
Estimated participants in training annually	10 million

Prior estimates have cited around five million trained by associations. In view of the growing number of workshops around annual meetings, required professional refresher in many fields, and the number of organizations offering seminars and workshops, the 10 million seems a much more reliable estimate.

Sources and Contacts (1) The Information Central of the American Society of Association Executives (Debby Wolf 202/625-2775) says there is no new data on training by associations. A new "compensation study" may provide some information on the scope of training. The Association feels that training and education is the fastest growing phase of association activities. It estimates that 15 to 20 million people are trained by associations each year.

(2) The $2.7 Billion Association Market was published by the American Society of Association Executives in 1978. It used 6,000 associations as its base and indicated that the typical association sponsors 14 educational meetings a year with an average attendance of 52. This would produce 728 participants per association, multiply this by 6,000 associations and the figure of 4,368,000 develops. No survey instrument is available from this study.

(3) The Americans in Transition: Life Changes as Reasons for Adult Learning by Aslanian and Brickell used its sample of 2,000 Americans to estimate that 2,480,000 took educational activities through an association in 1980.

(4) An old but one of the most scientific studies of association training was cited in the article "The Challenge of Continuing Education" Engineering Education May 1977 by Stanley M. Greenwald. He says that 86 percent of the major professional and technical societies operated or were developing a continuing education program. They offered 1,100 courses to 30,000 attendees in 1976.

(5) The American Bankers Association (Jim Curran 202/467-4287) estimates that 300,000 people participate in its courses each year. Around 170,000 take courses through the American Institute of Banking and others attend courses

sponsored by local chapters.

(6) The American Society of Association Executives published Association Meeting Trends based on a study made in 1976. This reported that the typical association in the sample held an average of 18.5 workshops, seminars, and conferences each year. This does not count the annual meeting. The average attendance was 112 persons per meeting or 2,072 or considerably higher than the figure cited above.

It is difficult to know which figures to accept but anyone who attends association meetings knows of the growing tendency to attach training workshops just before or just after the formal seminar.

For example, more than 1,300 registered for 27 continuing education courses offered in conjunction with the Special Libraries Association Annual meeting in 1984.

(7) The National Association of Real Estate Brokers (Dr. John Korticamp, Mrs. Allen 289-6655) has 680,000 members. This group estimates that 90 percent of its members take a course each year, either through the National Association or a local group.

(8) A List of Associations with Certificates, Diplomas, or Awards for Completion of Educational Programs was published in 1980 by the American Society of Association Executives. The Association also publishes a directory of around 600 of its member executives who are responsible for continuing education programs.

(9) In the early 1980s, the American Management Association conducted 3,200 programs with 100,000 enrollments annually.

(10) An old, but good study, was made by the University of Wisconsin Extension in 1976. It studied 55 engineering and technical associations and reported they trained 75,148 for a total of 1,177,000 hours in 1975-76. A copy of the form for this survey is available.

(11) The American Institute of Certified Public Accountants operates an extensive program of continuing education through its state accounting associations. It has a national education office with an annual budget of $7 million used primarily to develop instructional materials.

(12) Hundreds of associations are located in the Washington area according to the Washington Post (September 8, 1985) and access to them is particularly easy.

Survey Recommendation Associations are a major source of education in the United States. Today, an excellent universe exists, and good cooperation may be anticipated. A study of association sponsored training merits high priority.

BUSINESS AND INDUSTRY

Summary of Field Privately owned business enterprises represent one of the largest provider groups in this country. Most requests for more information on training by nonschool organizations ask about "training by employers."

Estimate of Training Prior estimates have assumed business and industry employers trained around 7 to 8 million workers, or around 10 percent of their work force. This seems much too low as the fast food industry alone is reported to train 5 to 6 million persons a year. Two recent studies reported an average of one training activity per employee per year. This would suggest something like 30 to 40 million trained--or four or five times as many as estimated by most prior sources.

Sources and Contacts (1) The Survey of Employer Sponsored Training was conducted in 1984 by Robert Calvert, Jr. for the American Society for Training and Development. This was intended as a pilot test, to experiment with a survey form and methodology. But, when returns were received from organizations who employed almost a million workers the responses generated considerable interest. The employers responding in this survey, and they represented all major Standard Industrial Classification categories, reported 1.04 training activities per employee per year considerably higher than in any prior study. The response rate was 43 percent.

A copy of the form used in this study is available.

(2) The Survey of Training Sponsored by Banks was conducted in 1984 and 1985 by Robert Calvert, Jr. for a joint project sponsored by the American Society for Training and Development and the American Bankers Association. The sample was selected by Rolf Wulfsberg, formerly Assistant Director for Research of the National Center for Education Statistics. A goal of this study was to see if the 1.04 training activities per employee, cited above, was comparable to the level in the banking field.

The results showed even more training, 1.30 activities per employee per year in banking. The range was from 1.80 per year for professional employees to 1.04 per year for clerical and teller employees. The average number of hours of training per year per employee for the above two groups were 21 and 12 hours. A copy of the survey form is available.

(3) Education in Industry by Seymour Lusterman reported a 1975 study made by the Conference Board of firms with 500 or more employees. Based upon the responses, the report estimated that 4.7 million employees in these firms participated in training each year. Many estimate that if all employers had been considered the total trained would be around 7 million.

The report has been criticized as it only achieved a 22 percent response rate but for seven years this was the major research work in this area. A copy of the form used in this survey is available.

(4) Americans in Transition by Aslanian and Brickell studied 2,000 adults and developed national estimates on the number involved in learning experiences. Of the 62 million learning participants, some 10.3 million

participated in an employer sponsored learning experience during the past year.

(5) Training magazine makes an annual study of training, sending out around 10,000 survey instruments and receives around 1,000 useable responses. No data on numbers trained is collected but the total spent on training is around $4 billion, or $7.1 to $9.8 billion including in-house training department costs.

Training also runs profiles on individual companies. In a series of articles in 1983, training programs in seven organizations with 22,803 employees were described. They offered 210,689 hours of training and if the average training experience is 12 hours, that would produce 17,500 training incidents or 0.77 training activities per employee per year.

(6) A study made in 1985 by the American Society for Training and Development reported that 97 percent of the responding employers (medium and large sized organizations) had tuition aid programs. As most of these monies are used to pay for costs associated with training offered by colleges and universities they are outside the scope of this project but do attest to the training commitment by employers. A copy of the survey form is available.

(7) Occupational Training in Selected Metal Working Industries 1984 by James Neary was conducted by the Bureau of Labor Statistics. This study cost almost a half million dollars and chilled enthusiasm for future studies for some time.

(8) Cooperative education work terms with employers may be considered training. In a recent year, 97,000 employers participated in these programs and 200,000 students were involved. The key contact is the National Commission for Cooperative Education (360 Huntington Avenue, Boston, MA 02115).

(9) In Service Training Programs for Supervisory Personnel by Frank Harwood studied 125 manufacturing plants in 1978, most in Mississippi. Of these, 55 used in-house training to improve supervisory skills. A copy of the survey form is available.

(10) As a major private employer, many articles have described training done by the former American Telephone and Telegraph Company. One report said it spent over $1 billion per year on training, before the breakup into regional companies. Another study reported AT&T spent $1.7 billion a year to offer 12,000 courses at 1,300 different training locations. In 1980, Bell had around 1 million employees and spent an average of $1,000 per employee on training.

(11) In 1979, the Phoenix Mutual Life Insurance Company surveyed 39 insurance firms who reported a total of 142,000 employees and 2,700,000 hours of management training per year.

(12) The Bureau of National Affairs made two studies in the late 1970s. The first was described in Management Training and Development Programs (PPF Survey No. 116, March 1977) which reported the kinds of training taken

by management staff and sources used in 113 companies. The second was reported in Training Programs and Tuition Aid Plans (PPF Survey 123, October 1978) which obtained responses from 141 firms of which 55 percent had in-house training programs. No data on the numbers trained was provided.

(13) Personnel Practices in Factory and Office by Harriet Gorlin was a study made by the Conference Board of around 850 employing organizations in 1979. It asked if they offered training and methods of training utilized. No data was collected on the extent of training.

(14) A growing number of employers are setting up special training units which may market their services to outside organizations. The Aetna Life and Casualty Company established the Aetna Institute for Corporate Education and gave it instant ivy by appointing a former Harvard faculty member as its director.

In 1979, Chrysler was so pleased with the success of its internal training programs that it established Chrysler Learning, which competes for training contracts, both in this country and abroad. Control Data Corporation set up a training unit which markets its services both within and outside the company.

(15) The highly publicized Xerox Center for Training and Management Development in Leesburg, Virginia was reported to have cost $75 million to build, in 1975, and was scheduled to train 20,000 of the company's 76,000 employees each year. IBM estimated that its average employee received 35 hours of training a year in 1973.

(16) Private Sector Providers of Basic Skills Training in the Workplace by Jorie Mark was a report on a study of 62 firms who responded to a survey sponsored by the American Association for Adult and Continuing Education in 1984. These firms had over 1 million employees and trained 221,280 persons during the year including 28,771 in adult basic education. A copy of the survey form is available.

(17) Customer training is a large and often unreported training area. Digital Equipment Corporation, for example, has 18,000 support personnel who offer 300 courses to help customers become proficient, and love their Digital machines.

(18) The fast food industry has grown as much as any other field in the past 25 years. Its most sophisticated training is offered through institutions with such names as Hamburger University and Holiday Inn University, but the bulk of the training is given locally to new employees who, thanks to low wages, number in the millions. Employee Relations in the Fast Food Industry (a 1985 Bureau of National Affairs report) says that the industry has 3.5 million employees and has a turnover rate of 200 percent a year. This means that 5 to 6 million new people are hired each year, all of whom must be trained for their jobs--modest as they may be.

Wendy's in Atlanta uses general orientation, videotapes, and supervised special training in a particular position to prepare new employees for the job. Kentucky Fried Chicken has new staff attend an orientation class at the district office and then use a workbook and taped courses to learn the job for which they were hired. Later, they learn other jobs by taking additional training.

(19) An article in the Los Angeles Times (February 11, 1985) estimates that business now spends $90 billion annually on training and education programs but doesn't cite the source for this estimate. In 1983, Motorola approved employee training guidelines which called for spending 1.5 percent of each employee's salary on training and development, with that figure scheduled to rise to 2.0 in 1985 and 3.0 in later years. The plan called for each employee to receive 24 hours of training in 1984 and 40 hours in 1986.

(20) Employer Sponsored Training in Ohio by S.C. Kelley and E.J. Lagesse of the Ohio State University Center for Human Resource Research reported on a study of 1,843 manufacturing and 394 service employers in 1978, with follow-up studies of specific areas conducted in 1979 and 1980. The study reported 126,000 manufacturing and 260,000 service employees were trained each year. Unfortunately the survey form, which is included in this report, did not ask how many were employed by the organizations.

(21) Many employing organizations publish catalogs of their training opportunities. Polaroid, for example, has a 16 page catalog that lists courses offered on a voluntary basis. Arthur Anderson has a thick book listing its various training opportunities.

(22) Courses taken through a business or industry were a major source of education in the triennial Participation in Adult Education survey conducted by the National Center for Education Statistics. In 1981, 5.1 million persons said their adult education activities were offered by a business or industry.

(23) Employees may undergo training on an unpaid basis, to qualify for a job. At the new Nissan Motor plant in Tennessee, job seekers were asked to spend up to 360 hours being tested and instructed in fundamentals. Those who passed the tests and readily acquired the knowledge were hired--around 90 percent of those who entered the training.

(24) The 1985 report Corporate Classroom: The Learning Business by Nell Eurich estimated that American firms are training nearly 8 million people--although her data came from discussions with authorities in the field rather than from any fresh statistical study.

(25) A new and experimental learning center, the Gold Coast Technology Exchange Center, was established in 1983 in Orange County, California to help train workers for industries with job vacancies. It is financed by the state, local colleges, and employers in the area. Most training is conducted in company plants. (Career Training, Summer 1985).

(26) A number of corporations have spawned their own colleges including the Wang Institute, the Arthur D. Little Management Education Institute, and the Massachusetts General Hospital Institute of Health Professions.

(27) The American Society for Training and Development and the Opinion Research Corporation launched a new training evaluation project in 1985. This will make in-depth studies of training activities in participating organizations and compare them with programs in comparable firms.

(28) Training in Industry reports on a study of 192 organizations made in 1980 by Applied Consulting and Evaluation. It did not ask the amount of training within those firms. A copy of the survey form is available.

(29) In 1979, Prentice Hall made a study in cooperation with the American Society of Personnel Administration of 400 responding organizations. The survey asked about training activities but not the size of the training.

(30) Finally, many other types of training are offered by business and industry which have not been covered in prior studies and in these comments. One area, customer training, has been cited briefly but is a major factor in employer-related training. Many brokerage firms offer seminars for potential investors. Other organizations demonstrate products or services in sessions that combine education and sales.

Survey Recommendation In view of the wide divergence of opinion regarding the scope of employer sponsored training and the vital role it plays in meeting American educational needs, a study of training activities of business and industry should receive high priority. The two recent studies cited first in this section showed that employers would respond if the survey instrument was not too burdensome and if the proper methodology was used.

COMMUNITY AND SOCIAL ORGANIZATIONS

Summary of Field Community and social organizations offer cultural, recreational, or educational activities for their members and possibly the general public. They include YMCA and YWCAs, performing arts centers or cultural support groups, youth agencies, senior citizens centers, League of Women Voters chapters, American Red Cross chapters, or groups organized along sex or ethnic minority lines. Many were helped to initiate educational programs by the Community Services Act of 1964, a part of the "War on Poverty" program.

Estimate of Training

American Red Cross and other health related organizations	8,000,000
YMCA, YWCA, YMHA, YWHA	1,000,000
Senior citizens centers	4,000,000
Community organizations	7,000,000
Other	1,100,000
Total	21,000,000

Sources and Contacts (1) In a recent public service ad, the American Red Cross announced that it trained more persons every year than America's colleges and universities. While Red Cross training statistics are impressive they do not total the 12 million enrolled in collegiate institutions today. There were 6,694,000 certificates issued for completing Red Cross courses in 1984 plus 2,282,494 certificatess for completion of CPR training or 8,976,494. Deleting 1.9 million for individuals who may have taken more than one course, around 7 million were trained by the Red Cross in 1984. These data were supplied by Pat Kicak (639-3224) of the National Office. They are compared with the trend information on Red Cross training which appears in the Statistical Digest 1985. To the 7 million may be added an additional 1 million as an estimate of the training done by other health related organizations such as the American Cancer Society.

(2) The figure for the Ys was based upon data provided by the National YMCA. Its publication Statistical Summary and Analysis 1983 reported that the YMCA had 5.7 million members and 7.2 million other registered program participants. It has 2,000 individual YMCA sites of which 89 percent offered aquatic skills programs, 85 percent parent-infant classes, 73 percent special interest classes, 63 percent progressive skills training, 59 percent health and wellness education, 32 percent stress management planning, 34 percent job training, and 20 percent international education. (Note: these were taken, in obvious descending order from a list of 35 program areas offered by individual YMCAs and include only those which appear educational in nature.) Assuming they enroll 600,000 in the programs cited above (possibly low by a factor of three or four) and other Ys (YWCA, YMHA, and YWHA) offer another 400,000 activities, the total for this category would be 1 million.

This is probably one of the lowest estimates for any group for which hard data does not exist. But it is difficult to justify a higher figure.

(3) The report by the Carnegie Commission on Higher Education entitled Toward A Learning Society estimated that 15,700,000 persons took safety instruction in 1970. If their figure is anywhere near correct, then 1984 or 1985 figures for training health organizations and the Ys should be adjusted higher--which was not done.

(4) The National Council on the Aging Lin Wagener or Bob Crosby (202/479-1200) estimate that 7 million persons use senior citizens centers each year and 4 million of them take part in educational activities. There are now over 5,000 of such centers nationwide.

(5) The League of Women Voters (202/429-1968) has 110,000 members nationwide and does some training but no quantitative information was available on the extent for this report.

(6) The Associaton for Community Based Education (formerly known as the Clearinghouse for Community Based Free Standing Educational Institutions) represents around 5,000 organizations that offer educational activities. More than half charge no tuition for their instruction and a high percentage serve minority populations. In 1981, the Association used a sample of 150 institutions to develop estimates on the total number served by these organizations. It estimated they offered educational programs to 8.4 million. Eliminating possible duplicates this is converted to 7 million individuals. The best contact is Chris Zachariades (202/462-6333).

(7) Other studies tend to duplicate some of the above data. Americans in Transition: Life Changes as Reasons for Adult Learning by Aslanian and Brickell estimated that 3.1 million individuals were studying though a community agency in 1979. The Participation in Adult Education Survey conducted triennially by NCES reported 3.174 million were taking courses through community agencies in 1981. The Adult Education in Community Organizations Survey made by NCES in 1974 estimated that 6.8 million persons participated in educational activities sponsored by non-religious community organizations.

The National Center for Educational Brokering in its 1980 directory of services for adults cited some 465 sources including both degree granting institutions as well as women's centers, libraries, and other nonschool sources. The Center moved to San Francisco in 1982 and may now be defunct.

(8) The estimate of training includes a general category which derived as follows:

400,000	in culturally based programs (NCES, 1974 study cited 370,000 here)
500,000	in programs run by women's centers
200,000	other
1,100,000	

Survey Recommendations The 1974 NCES Adult Education in Community Organizations Survey is probably the only study of merit which included all kinds of community organizations. Having played a major role in designing the survey, the author's hindsight shows its methodology to be much too complex. A new national survey is needed in this area but would be better done through a network of cooperating organizations (such as those cited above). Organizations may collect data on their training activities using a standardized set of definitions and terms which could be aggregated into national estimates.

CONSULTING ORGANIZATIONS

Summary of Field Mailboxes are full of announcements of short courses, seminars, workshops and other training activities sponsored by commercial vendors. They may be called consulting organizations, seminar management companies, or educational vendors. Regardless of their name, these are private firms with strong marketing programs and a willingness to put on any type of educational activity for which a demand exists. A rather dated article in Change (November 1978) reported the two largest consulting firms in California had over 100 employees each. Both California and Arizona now license or regulate these firms and the veracity of their promotional advertising but data on the number of licensed firms proved impossible to dig up.

Estimate of Training The leading expert on this field is probably Dominick Schrello of the Forum/Schrello Corporation. He estimates the field as a $5 billion a year industry. If the average fee is $250 per course or activity, that would place participation at 20,000,000 a year. However, a much more conservative figure of 2,000,000 is used in this report.

Sources and Contacts (1) Dr. Dominick Schrello of the Forum/Schrello Corporation (PO Box 1610, Long Beach, CA 80801 213/437-2234) provided the above estimate. His book The Seminar Market is one of the few publicly available reports on this area. There are several other reports prepared by research organizations for their private clients that are not generally available.

(2) The President of the American Management Association estimates that nearly 500,000 managers take a formal education course each year (The Wall Street Journal, March 3, 1980). His organization is a leader in this area training over 100,000 managers each year. A later article in the same publication (August 27, 1982) reported that the AMA had run upon hard times and released 170 of its 1,000 employees to help balance the budget.

(3) A former minister, Fred Pryor formed his own seminar company in 1970. In a recent year he offered 2,000 seminars to around 70,000 participants (Money magazine, August 1985). Thousands graduate from Dale Carnegie courses each year.

(4) New York City is a major center for consultant-provided education. The Learning Annex and the Network for Learning were formed to offer short, no diploma, no homework courses in rented classrooms. They taught around 50,000 people in 1981 with the emphasis on such practical courses as "How to Flirt," "How to Get Invited to the Right Parties," and "How to Put Romance Into Your Life." (New York Times, October 17, 1982). The First Class, a privately owned Washington, DC educational broker, puts on classes with titles such as "How to be Single and Jewish in Washington...and not have your Mother Worry" along with more serious ones such as "How to Get Your Magazine Article Published."

(5) The In House Training and Development Programs Directory cites 300 seminar packages, 320 consulting organizations and 250 audio-visual sources. The Training and Development Organizations Directory lists almost 2,000 sources of training activities. Both are published by the Gale

Research Company, Book Tower, Detroit, MI 48226.

(6) The report State Government Training: State of the Art reported on the extent to which programs utilized outside consultants.

5 states said 75 percent of their programs utilized outside consultants
7 " " 50-74
8 " " 25-49
10 " " 25
20 no report

(7) The California legislation cited earlier required registration for consultants providing seminars that solicit registrations from the general public. Fees of $212 (initial) and $100 (renewal per year) are required. The language of the law is tricky. For example, microwave cooking classes may be taught by unregistered firms, as they are not career related. But, courses in volume food preparation require registration.

Data should be available from the Office of Private Postsecondary Education of the California Department of Education (721 Capitol Mall, Sacramento, CA 05814) as this law and its impact are felt more widely.

Survey Recommendations The wide range in the number served by private consulting organizations (from 2 to 20 million) and the concern over their practices and possible licensing or registration need suggests this as a priority area for development of national data.

COOPERATIVE EXTENSION SERVICE

Summary of Field State cooperative extension services work with the Extension Service of the U.S. Department of Agriculture to provide educational programs in agriculture and natural resources, home economics, 4-H youth, and community resources development. Their programs are both immense and difficult to compare to other educational activities because of the reporting system used. The Administrator of the Cooperative Extension Service estimates that his agency had 107 million contacts as a part of its service program in FY 82, the latest year for which comprehensive statistics are available. Yet there are only 3 million farm families. The 107 million includes both mailings as well as personal contacts.

Estimate of Training Estimation of training in this area is very difficult but these figures seem justified.

Type of activity	Total contacts	Training activities
Agriculture and natural resources	34,502,480	1,000,000
Home economics	28,350,304	9,000,000
4-H youth	37,627,523	2,100,000
Community resources development	6,554,226	300,000
Total	107,034,533	12,400,000

The 12.4 million is an estimate but probably understates the amount of training.

Sources and Contacts (1) The agriculture and natural resources figure is an estimate. Far more of the 34 million contacts may be instruction but there is no way to prove--or really disprove the above figure. Very likely, based upon the relationship between contacts and training in other Cooperative Extension areas, it is grossly underestimated.

(2) The home economics figure was derived from USDA reports that the 3,000 U.S. counties conducted around 600,000 classes in a recent year. Class sizes ranged from 10 to 200 people. If they averaged 15 students, the 9 million figure above would be justified.

(3) The 4-H Youth program had 4,420,932 participants in FY 83. They range in age from 9-19 and only 16.3 percent lived on farms. Of these, 1.7 million were involved in school enrichment programs, 35,000 were in individual study programs, and 65,000 volunteer leaders serve in the 4-H program and are trained at the National 4-H Center in Washington (Chevy Chase) or at the county or local level. An estimate of 300,000 leaders trained would be modest.

(4) Little data exists on the proportion of community resources development activities which may be considered education or training. The estimate of 300,000 reflects this fact and is much lower than the ratios for the programs for which some data exists.

(5) The USDA has changed the way in which it reports contacts. It used to employ a person-day system. If one person took a three day course, that would be counted as three activities. Now it uses a registration system and the example would be counted as one activity.

(6) It is difficult to pin down only precise data in this area but some contacts include Thomas Tate (202/447-8176) of the Systems and Program Analysis Section of the U.S. Extension Service, Milton Boyce (202/447-6527) of the USDA 4-H office, Mary Kay Merwin of the National 4-H Training Center in Chevy Chase, Milton Baldaff (202/447-5345) and Paul Bonnell (202/447-5856) of the USDA Home Economics program area.

(7) Extension in the 80s--A Perspective for the Future of the Cooperative Extension Service and Challenge and Chance...A Blueprint for the Future--Extension Service, USDA are two recent reports which detail the philosophy of the program but don't go into numbers.

Survey Recommendation Clearly NCES should have no role in the collection of data on Cooperative Extension activities. It would be fruitful, however, to meet with USDA Extension officials and try to pinpoint with greater accuracy the extent to which their programs involve training and education, as opposed to other contacts.

CORRECTIONAL INSTITUTIONS

Summary of the Field According to the U.S. Bureau of Justice Statistics there were 454,136 inmates in prisons in August 1984. The average time served for a convicted violent felon is 2.5 to 4 years. Of the prison population, one source estimates that 100,000 to 150,000 are detailed for such short periods that it would not be practical to develop educational programs for them.

Chief Justice Burger has repeatedly called for more educational activities for prisoners, to help them develop skills and attitudes useful upon their release to mainstream America. Federal prisons, only a small part (20,000) of the total correctional system have three goals for their educational program: (1) all inmates leaving the system should be able to read at the sixth grade level or higher, (2) whenever possible they should have earned a high school equivalency certificate, and (3) every inmate who needs it should be trained in a marketable skill. Counter to this optimistic goal is the current drive to "privatize" prisons--that is place them under private, rather than public, management. Privately run correctional institutions are likely to emphasize work release activities instead of educational programs.

Estimate of Training The numbers of juvenile and adult inmates and the numbers trained each year are estimated as follows:

	Incarcerated	Being Trained
Juveniles	33,190	30,681
Adults	399,636	118,158
Totals	432,826	148,839

Sources and Contacts (1) The data cited above came from an August 1984 survey report Juvenile and Adult Correctional Special Education Data using information from 85 state departments concerned with corrections and 50 state departments of special education. The study was made by the C/Set Project, 305 Farmer Building, Arizona State University, Tempe, AZ 85287 (602/965-1462). These data were provided directly by Marianna Burke of the Correctional Education Association office in Washington, DC (202/293-3120).

(2) The Corrections Yearbook by George and Camille Camp is published by the Criminal Justice Institute, Spring Hill West, South Salem, NY 10590 (914/533-2000). This reports some data on training along with work release and other statistics but is not nearly as comprehensive as the above.

(3) The Literacy Guidelines Project national survey is being conducted by Donna Bellorado of the Far West Laboratory for Educational Research, 1855 Folsom Street, San Francisco, CA 04103 (415/585-3048). This is funded by the National Institute of Corrections of the U.S. Department of Justice. This study will be reported in late 1985 and will cite the numbers incarcerated as well as those enrolled in adult basic education programs. A copy of the instrument for this survey is attached.

(4) Some short citations help to illustrate the field. Education in prisons is often limited because of the need to keep classes small for security reasons. In one study of several states the average class was six students, the national average is nine. Obviously, a very high percentage of juvenile correctional institutions are involved in educational activities. The Eckerd Foundation took over the Florida School for Boys at Okeechobee and expanded its educational activities according to an article in State Government News, June 1985. The National Institute for Corrections Dr. Steve Stevrer (202/744-8300) expects to have information on training in correctional institutions "in a year or two."

(5) More short citations. Sylvia McCullon of the Educational Department of the Federal Bureau of Prisons (202/272-6460) has data on federal prison activities that seem somewhat larger than used above. Around 75 percent of the 2,000 inmates of the Graterford State Correctional Institution in Graterford, Pennsylvania are participating in apprenticeship programs according to a US Department of Labor release of July 29, 1985. The National Prison Directory published by Urban Information Interpreters of College Park, Maryland does not include data on educational activities. Around three-fourths of all institutions offer vocational training and some also offer academic courses according to a report Correctional Institutions Can Do More to Improve the Employability of Offenders submitted to Congress in 1979 by the Comptroller General (GGD-13).

(6) The Texas Department of Corrections serves around 22,000 inmates of whom 85 percent have not completed high school. According to a report by the National Advisory Council on Extension and Continuing Education in 1979 a special educational district was set up to serve them with the innocuous title of Windham School District. Around 7,500 inmates enrolled in its basic education programs each year.

(7) The Journal of Correctional Education sounds useful but it was not available in any of the libraries checked.

Survey Recommendations The current level of data in this field and the variety of research activities already underway suggest this is an area where NCES need not conduct studies.

FEDERAL GOVERNMENT EMPLOYEES

Summary of Field In 1984 there were 2,942,000 full and part-time civilian employees of the federal government. This includes persons employed by the U.S. Postal Service, the TVA, and other agencies cited elsewhere, and their training totals are not included in this section. Chapter 41 of Title 5, United States Code places overall responsibility for providing training to federal employees with the heads of individual agencies. The Office of Personnel Management is responsible for developing, installing and maintaining a system to provide training data and to coordinate interagency training activities.

Estimate of Training   Data are for FY 84.

Total number of employees covered by responding agencies	1,984,000
Total number of training incidents	1,605,000
Estimated number of individuals trained during year	887,000

Sources and Contacts (1) The Office of Personnel Management instituted a new system for collecting data on agency training in FY 84. The prior system was admitted, by all concerned, to be ineffective--possibly underreporting training by as much as 50 percent. In the late 1970s and early 1980s around 700,000 to 900,000 training incidents were reported annually so the new system apppears to have captured around twice as many incidents. The change was brought about by replacing the standardized form which agencies were supposed to submit on each person trained with a simple summary letter reporting the figures summarized above.

The key contact is Tony Ryan (202/632-5650) of the Training Resources Management Division of OPM. The 887,000 seemed low, relative to the number of training incidents--but he said this was the actual data provided by the agencies and must be assumed correct.

Federal data has been collected using Form 182 Revised, a copy of which appears in the appendix. However, its use this year was optional and its fate is still being discussed. Some agencies likely used the form to collect data internally, even though they were no longer required to submit the actual forms (hundreds of thousands of them) to OPM.

Survey Recommendation The Office of Personnel Management has been assigned responsibility for gathering data on all federal government training and its new system seems to be effective.

FEDERAL GOVERNMENT JOB TRAINING

Summary of Field With unemployment at around 10 percent of our work force during much of the past 15 years, Congress has supported a number of federal programs to provide job training or to provide work opportunities for unemployed or unskilled youth and adults. In 1983, Congress passed the Job Training Partnership Act (JTPA) which replaced the Comprehensive Employment and Training Act (CETA) which operated for 10 years. Under JTPA, the governors and private industry councils must coordinate training activities in their states.

Estimate of Training

For FY 84, these totals were reported or estimated:

Title II-A (for disadvantaged youth and adults)	615,000
Title II-B (for summer employment and training, assumes 491,863 under this program were just employed, not trained)	250,000
Title III (for displaced workers)	96,000
Title IVA Native American and Migrant training	30,000
Title IVB Job Corps	60,000
Title IVC Veterans Employment	not available
Opportunities Industrialization Centers	30,000
Total	1,081,000

Sources and Contacts (1) The U.S. Department of Labor has a number of persons concerned with these data. Carmella Callaway (202/376-8321) has information on the total picture. Chuck Easton (202/376-6122) can provide data on Titles II and III.

(2) Federally-funded job training activities are down considerably from the level when CETA was operating. In FY 80, for example there were 3.8 million participants in CETA, compared to around 1 million in FY 84 for JTPA. However, the JTPA has a much higher proportion of its participants in job training rather than make-work situations.

(3) Job Corps data is available from John Amos (202/376-7139 Ext. 56).

(4) The Opportunities Industrialization Centers program has been funded by the federal government for around 10 years and over a million persons have participated in its training. The number trained per year in the early 1980s was 40,000 to 50,000. As their program has been cut back in recent months, the 30,000 figure seems reasonable.

(5) The Catalog of Federal Domestic Programs for 1985 reports that the Emergency Veterans Job Training Act provides $130 million for its programs. However, the program is too new for any data to have been developed.

Survey Recommendation Accurate data collection mechanisms of the U.S. Department of Labor gather the needed information on federally-funded job training programs.

FEDERAL GOVERNMENT SPECIAL TRAINING

Summary of Field The U.S. Government operates a number of special training schools or educational institutions which are open to employees of any agency of government (often to include state and local government staff) or the public.

No comprehensive list of them seems to exist, and needs to be developed.

Estimate of Training The following estimates training by type of institution:

Tennessee Valley Authority	21,000
USDA Graduate School	45,000
Mining safety instruction	500,000
Family related training	20,000
Small business assistance training	300,000
Health and safety training	15,000
Bureau of Indian Affairs	200,000
Other training	200,000
Total	1,301,000

Sources and Contacts (1) The Tennessee Valley Authority made a one-time survey in 1977 which reported 21,000 persons were trained. The above estimate assumes no change in rate of training.

(2) The U.S. Department of Agriculture's Graduate School is actually a non-governmental private organization but it uses federal space, federal publicity sources, and seems more linked to the federal government than any other source. In a recent year, 45,000 registrations were reported. The above estimate assumes each person took only one course.

(3) Mine health and safety training activities are of major national concern. The U.S. Department of Labor operates a Mine Health and Safety Education Academy at Beckley, WV (contact John English at USDL 703/235-1515). The Catalog of Federal Domestic Assistance Programs 1985 says that 20,000 mines with 500,000 workers participated in the safety education and training program.

(4) The National Fire Academy and the National Emergency Training Center are both in Emmitsburg, Maryland (301/447-6771). They offer a number of courses which normally last from 7 to 21 days. They also work with the various state fire academies and the catalog for the National Fire Academy lists them. Several calls to the Registrar failed to produce either the needed data or, indeed, a response.

(5) The Department of Health and Human Services assisted 9,800 persons in family planning training in FY 83. The ACTION program has trained as many as 15,000 persons a year to participate in its Foster Grandparent Program.

(6) The Small Business Administration provided training to 357,960 in FY 83. Most were trained through special contracts with vendors rather than

through educational institutions.

(7) The U.S. Department of Labor's Occupational Safety and Health Training Institute in Des Plaines, Illinois trained 7,000 students in FY 85. Many others are trained locally by a wide variety of agencies.

(8) The Bureau of Indian Affairs aids 968,000 persons with its activities each year, according to the Catalog of Federal Domestic Programs 1985. Some are trained, and that figure is estimated at 200,000.

(9) The Internal Revenue Service operates tax institutes. The Federal Aviation Administration's Air Controller Academy moved into the news spotlight a few years ago. However, much more is needed to fill in the data gaps in this area.

Civil defense training is not included nor is preventive training in the health area.

(10) As a part of the major Lifelong Learning Effort of the 1970s, Pam Christoffel prepared a paper on Federal Programs Supporting Lifelong Learning which identified programs which supported adult education.

Survey Recommendation Data about special schools and programs sponsored by various federal agencies is incomplete--yet should be available through reports already available within various agencies. This is an area where considerable light might be shed with a modest amount of effort.

GENERAL

Summary of Field This section presents information on studies that cover a number of provider areas. Most of them are cited under those specific areas.

Estimate of Training and Education No separate estimates are given in this section as the data from general studies are cited under the various provider areas.

Sources and Contacts (1) "How Workers Get Their training: A Survey Made Through the Current Population Survey" by Max Carey and Alan Eck was reported in the Winter 1984 issue of the Occupational Outlook Quarterly. This study added two questions to the Current Population Survey of the Bureau of the Census: (1) Did you need specific skills or training to obtain your current job? and (2) Since you obtained your present job, did you take any training to improve your skills?

Fifty-five percent of those surveyed replied "Yes" to the first question and of these 40 percent or 21.6 million persons said this came through their job. Most was informal on-the-job training. The responses to question 2 were less clear.

(2) The "Survey of Adult Learning Interests and Experiences" by Abraham Carp, Richard Peterson, and Pamela Roelfs was cited in Planning Non-Traditional Programs by Patricia Cross and John Valley, Jossey-Bass, 1974.

This reported on a 1973 survey of households with 1893 useable responses. Of those who replied, 31 percent had studied something during the last year. Major sources used included employers 13 percent, religious organizations 6 percent, community organizations 6 percent, government agencies 5 percent, tutors 4 percent, libraries 2 percent, and recreation or sport organizations 2 percent.

As these data are old, they are cited here but not used in provider summaries.

(3) The Carnegie Commission on Higher Education in its Toward a Learning Society analyzed the above data in more detail and came up with these estimates for the numbers of persons participating in educational activities by sponsors (list only includes those in nonschool areas):

Subjects	
Hobbies and recreation	13.4 million
Religious studies	4.4
Home and family life	4.3
Personal development	3.7
Safety instruction	15.7
Job orientation	7.4

Sponsors	
Industry and employer	5.9 million
Self study	5.5
Community organization	2.8
Religious institution	2.0
Government agencies	1.8
Tutors	1.4
Museums, galleries, etc.	0.7
Recreation & sports groups	0.7

(4) Americans in Transition by Aslanian and Brickel of the College Board studied 2,000 people through personal and telephone interviews. Half said they were learning at the time or in the past six months, including self-directed learning. If they represented the entire nation, then 62 million would have taken part in educational activities in the past six months.

Most (71 percent) of the learners were employed, versus 54 percent for nonlearners. Around 83 percent said that learning was triggered by a major event or life change.

(5) The triennial Participation in Adult Education study of the National Center for Education Statistics is the most widely cited of any study in this area. Countless authors use its data in books and articles. The PAE study, as it is called, is unique in that individuals provide the information--rather than institutions. These data are then interfaced with educational information from providers (schools, employers, etc.) to provide a comprehensive picture of education in the United States.

The 1981 survey reported 21 million persons age 17 and older participated in adult education in the year ending May 1981. Around 60 percent of the courses were taken for career reasons and a high percentage of them were paid for by the employer.

Among the providers of adult education were these nonschool sources.

Business and industry	5.119 million
Private community organization	3.172
Government agency	2.934
Labor or professional organization	1.858
Tutor/private instructor	1.637

(Note: the author of this paper served as the administrator responsible for this study for 10 years. For this reason, he notes the general agreement that the study underestimates the amount of adult education in this country. But, rather than radically change the format of the survey, many experts feel it best to continue the series without major changes to provide trend data over time. The first survey was in 1969 when 12 million adult education participants were reported.)

The survey form for this study is attached.

(6) The Council for Noncollegiate Continuing Education (6 N Sixth Street, Richmond, VA 23219 804/648-6742) was formed in the mid 1970s and accredits a number of schools and other training sources, as a group officially recognized for this purpose by the US Department of Education. These include the Dale Carnegie and Berlitz schools. The CNCE estimates that the 184 members whom it accredits trained 350,000 last year--of these 175,000 were by schools and 175,000 were by nonschool organizations.

(7) Impact of Public Policy on Education and Training in the Private Sector is a report now being prepared by the National Institute of Education (Nevzar Stacey, Project Director) by the University of Pennsylvania. It will include 20 case studies of employing organizations and cite the public policy issues related to employer and other private sector training.

(8) In-House Training and Development Programs edited by Andrea Pedolsky for the Gale Research Company, cites programs offered by 25 companies, 300 training program packages, 300 training consultants and consulting firms, 200 training media distributors, and other sources assisting the training industry.

(9) Employee Educational Assistance: Who Pays, Who Benefits was a study made by Dorothy Walsh for the American Society for Training and Development. Robert Calvert Jr. served as statistical consultant and analyst. This is out of the scope of this report but the results were significant as they showed that among 319 representative employers 97 percent had a tuition aid plan to help current employees pay for outside educational programs.

A copy of the survey form for this report is attached.

(10) Following World War II, the American Council on Education developed a guide to academic credit for hundreds of military service training activities. That effort continues today, with the ACE evaluating courses offered by employers and other nonschool organizations. Its latest directory cited 2,200 courses offered by 200 organizations. It is entitled National Guide to Educational Credit for Training Programs (contact Sylvia Galloway 202/833-4920).

The Empire State also participates in this process. A Guide to Educational Programs in Noncollegiate Organizations is published every other year by the Program on Noncollegiate Sponsored Instruction, University of the State of New York, Albany, NY 12230 (518/434-0118). A recent edition cited 1,160 courses offered by 107 businesses, labor unions, community agencies, and other noncollegiate organizations.

Survey Recommendations General studies are very helpful as they provide details on the activities in various provider groups as well as help analysts contrast the educational roles of various types of organizations.

HEALTH CARE ORGANIZATIONS

Summary of Field Around 5 million people work in health fields, or around one U.S. worker in 20. Because of the "life and death" nature of their activities, their jobs tend to be more regulated than in most industries with rigid requirements for entering the field and with mandatory education updating for continued practice.

Estimate of Training

Total employment in health care fields	5 million
Estimated training by health care organizations	800,000

This estimate is largely based on the amount of training offered by hospitals and other health care institutions for their employees and affiliates and is likely low by a factor of two.

Sources and Contacts (1) A large proportion of the groups contacted in this field had no data to report. The American Public Health Association (Seiko Brobeck 202/789-5600) had nothing. The American Society for Health Care Education and Training (312/280-6111) maintains a Hospital Data Center but it had no information. The American Medical Association (John Fausar 322/645-4660) had nothing gathered in this area.

(2) The National League for Nursing reported that nurses training schools operated by hospitals (with a university affiliation) trained 4,256 licensed practical nurses and 33,600 registered nurses in 1983. The contact was Penny Rosenfeld (212/582-1022). More information on hospital nursing schools appears in the book State Approved Schools of Nursing.

(3) The Council of State Governments operates a Health Manpower Licensure Information System, which began in 1985, with help from a federal contract running three years. It will collect state statutes and regulations for 40 health professions. Contact was Ellen Hume (606/252-2291). The only study known by this fairly new organization surveyed training of emergency medical service providers but the source of the training was not included in this report.

(4) An interesting article "The Impact of Mandatory Continuing Medical Education" appeared in the JAMA Journal of the American Medical Association in June 23, 1978. Among physicians surveyed, they spent 230 hours a year on professional refresher activities including 30 in postgraduate conferences, 150 reading journals in their field, 25 in textbook reading, and 25 in hospital conferences.

(5) The National Commission for Health Certifying Agencies (Janet Ciuccio on 202/333-9300) provided a useful chart showing the continuing education requirements of each of the states in 22 health specialities.

(6) Information on health care fields in which continuing education is required appears also in The Continuing Education Market Place by Dranov.

The figures for employment in these fields come from 1982 BLS data rather than the older Dranov report.

Dentist	173,000
Pharmacist	151,000
Physician	479,000
Registered Nurses	1,312,000
Optometrist	28,000
Nursing Home Administrator	20,428
Osteopath	17,000
Dental Hygienist	69,000
Physical Therapist	25,100

(7) In 1980, the Department of Health and Human Services published _A Report on Allied Health Personnel_ (HRA 80-28) which included a master table showing occupational refresher requirements in many health fields. These data tended to come from two other reports: _Continuing Education in the Health Profession_ by L. Hohman and _Continuing Medical Education Fact Sheet_ published by the American Medical Association.

(8) An interesting article on "Training at the Valley Hospital" in _Training_ magazine for September 1983 details the scope of training at this Ridgewood, New Jersey Institution. It has 1,500 employees and had 6,300 person hours of training in 1982.

Survey Recommendations Because of the confusion over the role of continuing education requirements for health care practioners and that proportion which is conducted by health care institutions themselves, this area requires more research and planning before a survey recommendation may be made. Presumably, many of the associations representing medical specialties would help study health care training.

HOME STUDY

Summary of Field Correspondence study has been an important part of our educational system for many years. Sailors on ships in the South Pacific, aspiring accountants in South Dakota, and home-bound handicapped youth are illustrative of the types of persons for whom home study is important.

The National Home Study Council represents several hundred accredited institutions. It estimates home study enrollment at between 4 to 5 million with the bulk offered by military service schools and private home study institutions.

Estimate of Education As these educational activities are reported under their various providers which offer them, no separate estimate of home study education will be made.

Sources and Contacts The major contact in this area is the National Home Study Council (202/234-5100). Bill Fowler is the Director and Mike Lambert is the Director of Research. The last comprehensive study done by the NHSC was in 1973.

(2) In 1979, NCES made a study of home study education which very much needs to be updated.

(3) A report in Changing Times (September 1983) indicated that "200 of the Fortune 500 businesses use home study courses to train their employees. More than 2,000 students a day enroll in the U.S. Army's correspondence school."

(4) Home study may be expected to grow as new types of media are used for instruction including cassettes, computer-based systems, etc.

Survey Recommendation The need for updated data in this area and the relatively easy to reach universe of offerors makes this a particularly important area for a NCES or other study. Good cooperation may be anticipated from the National Home Study Council which has always been receptive to joint activities with other organizations.

LABOR UNIONS

Summary of Field There are around 225 national and international labor unions in the United States. They represent around 20 million workers but the percentage of nonfarm workers who are union members has declined from around 27 percent in 1970 to 19 percent in 1984. Union training probably peaked in the mid-1970s with the aid of CETA (Comprehensive Employment Training Assistance) but when that program ceased, in 1980, training activities by unions declined.

Estimate of Training Most prior reports have guessed there are 100,000 participants in union sponsored training. Fewer than 20,000 documented training activities were noted during the research for this project but 100,000 seems a likely figure--it is only one union member out of every 200.

Sources and Contacts (1) The Educational Department of the AFL-CIO (637-500) says that it has "absolutely no valid data" on training activities sponsored by unions.

(2) A major source of funding for employee training is underused by all workers, particularly blue collar workers. Many firms, such as the automobile industry, have negotiated labor-management agreements which call for employer contributions to a fund from which workers may draw to finance their training activities. In the case of General Motors and Ford, for example, five cents goes into this fund for each straight-time hour worked. Studies show that only three to five percent of the eligible workers normally take training with the aid of this program. These funds were used during the automobile recession of 1981-83 to help retrain workers. In Saginaw, Michigan, for example, around 5,700 displaced workers were eligible for a new training center formed with support from the United Auto Workers.

Not all programs met with great success. In California, 4,586 of 6,522 eligible auto workers signed up for job retraining. But, 1,342 were recalled by General Motors during the course of training, 793 were placed by the program and 539 found jobs on their own. A major barrier to training participation is the rule that persons taking training are not eligible for supplemental unemployment benefits. (Bulletin on Training, December 1984).

(3) The George Meany Labor Training Center in Silver Spring services around 5,000 persons a year, most of them are union officers.

(4) The Labor Institute for Human Enrichment was set up by the AFL-CIO in 1981 to encourage workers to take advantage of tuition assistance programs. This was formed in Washington, DC but its phone is now disconnected.

(5) Several calls to the Center for Worker Education in New York City (212/741-1655) went unanswered. This may be a joint effort of the Teamster's Union and the City University of New York.

(6) Joe McDermott, the Education Director of the Teamster's Union in New York City estimates that 3,000 of his union's 20,000 members are trained each year. He has just finished establishing a consortium for basic

education which he assumes will aid 2,500 a year. Mr. McDermott said there is no national information on labor union sponsored training but in his opinion "everything seems to be happening in New York and Detroit."

(7) A Guide to Linkages Between Vocational Education and Organized Labor in the United States was developed by the National Center for Research in Vocational Education and described 125 examples of labor union cooperation with educational institutions and postsecondary vocational education agencies.

(8) The Texas AFL-CIO established a series of Saturday seminars in locations all over the state to offer labor studies and steward training. No information on the scope of this activity is available.

(9) District 37, the union for New York City's 90,000 municipal employees, has an agreement with the city that $25 a year per employe will be paid into the union's benefit fund. In a recent year around 6,000 union members participated in courses financed by the funds.

(10) The Walter and Mae Reuther Family Education Center offers courses to union members in the Detroit area.

Survey Recommendation In view of the millions of dollars lying in accounts to fund training and education, this area deserves a high priority in survey planning. The fact that there are only several hundred unions makes the universe a fairly manageable one. The major task in this area, and it is not unique, is careful editing of incoming responses to help insure comprehensive reporting on the part of respondents.

LIBRARIES

Summary of Field There are around 104,000 libraries in the United States, some of which go by the names of media centers or learning resources centers. This project is not concerned with school and college libraries. Librarians tend to be creative people who are interested in more than just lending books and other media. They may be expected to develop more continuing education activities for adults in the future. For purposes of this report, we are only concerned with libraries as they sponsor lecture series, loan packaged learning materials, or otherwise provide educational services.

Estimate of Educational Activities

Each year libraries are visited by	400 million
Estimated number in educational activities	1 million

Sources and Contacts (1) No data exists on the role of libraries in education. One could estimate that from 1 to 20 million persons participate in this phase of the library program. This is the type of figure that can't be proved--or be disproved. The one million seems conservative.

(2) The Association of College and Research Libraries (50 E. Huron Street, Chicago, IL 60611) cites NCES as the best source of information on library attendance and activities--but provides no statistics.

(3) Studies of educational activities related to libraries almost always focus on in-service training for persons working in library science. The Council on Library Resources (202/483-7474) had no data on educational activities of libraries. The Continuing Library Education Network and Exchange could not be located and is assumed defunct. Joanne Segal (312/944-6780) of the American Library Association was very helpful and she edited a handbook on adult education terminology for NCES five or six years ago--but there was no data in the ALA on libraries in education. The Consortium for Public Library Innovation in Minneapolis (612/372-5611) may have some information but it was not possible to reach them. Barbara Shapiro of the New York City Public Library (212/340-0862) was interested in our project and works with the 80 branches of her system, but had no data.

(4) Dean Kathleen M. Heim of the School of Library and Information Science at Louisiana State University in Baton Rouge (504/388-3158) is making a study of the adult services activities of public libraries. She plans to survey libraries in late 1985 and the results will be reported in RQ the official journal of the Reference and Adult Services Division of ALA, which is sponsoring the study. No survey form was available.

(5) The College Board published The Role of Public Libraries in Adult Independent Learning in 1976 which reported on a Learning Advisory Service experiment. Under this program would-be learners met with an advisor who explained the advisory and information support services available and helped plan a learning project tailored to meet individual needs and interests. The report detailed the experiment--no information exists on

the extent to which libraries currently offer such a program.
(6) Statistics of Public Libraries, 1977-78 by Helen Eckard reported on a NCES survey and estimated that 8.5 million persons used libraries each week. This is over 400 million contacts a year. No information was gathered on library educational activities. But approximately 31 percent of the visitors were aided by reference transactions and 18 percent by directional assistance.

(7) Libraries should become a major source of dissemination of computer-based instruction materials as cited in "The Convergence of Computer-Based Library and Learning Systems" in the Bowker Annual 1984. These may be used in the library building or taken for use in home and office sites. The Annual provides no national statistics on educational activities sponsored by libraries but it inventories statistical surveys made by state library agencies some of whom may include the category of "educational activities" in their reporting requirements.

(8) NCES has sponsored or cooperated in a number of projects to develop systems for obtaining library statistics. Library Statistics: A Handbook of Concepts, Definitions, and Terminology was developed in 1966 by an American Library Association Committee directed by Joel Williams, who served as Library Surveys Branch Chief for NCES. Later, a National Inventory of Library Statistical Practices was prepared by NCES in 1974. In 1972, NCES prepared a report Planning for a Nationalwide System of Library Statistics.

Budget considerations appeared to prevent some of the library statistical systems from being used extensively in survey activity.

(9) In 1983, libraries agreed (or at least the American Library Association agreed) to accept the American National Standard for Library and Information Services and Related Published Practices--Library Statistics as the standard for library data collection. This is endorsed by the American National Standards Institute (ANSI).

(10) A number of books provide useful background information in this area. Sources of Library Statistics, 1972-82 by Mary Jo Lynch was published by the American Library Association. Output Measures for Public Libraries by Douglas Zweizig and Eleanor Jo Rodger was also published in 1982 by the ALA. The NCES funded project through which ALA will plan a national library data colelction system should be a significant step forward.

Continuing Education for Adults Through the American Public Library, 1833-1964 by Robert Ellis Lee is old (1966) but his American Library Association publication contains a lot of useful materials. Dantia Quirk and Patricia Whitestone wrote the Shrinking Library Dollar for the Knowledge Industry Press in 1982. It contains some useful background information on the field.

Survey Recommendation It does not take much imagination to predict that the line of demarkation between libraries/learning centers and schools will become more and more blurred. To obtain baseline data and to measure trends, NCES should initiate or cooperate with the ALA and other organizations to make studies of the educational role of libraries. NCES might collect data on other library activities--but its prime mission seems to be information on libraries as contributors to our educational system.

LOCAL GOVERNMENT

Summary of Field Local government employment statistics are generally skewed because they include persons affiliated with public school systems. In October 1984, for example, there were 9,595,000 employees of local governments but 7,022,000 were in education. This leaves 2,573,000 in noneducational roles with local governments and this is the group with which this report is concerned. Local governments include around 3,000 counties, 19,000 municipalities, 16,000 townships, and 28,000 special districts.

Estimate of Training

Number of local government employees	2,573,000
Estimated number trained each year	600,000

Sources and Contacts (1) As in the case of state governments, this figure is unsupported by hard data. It assumes that local government employees are trained at 50 percent of the rate for federal employees.

(2) Kenneth A. Long, Director of Research for the International Personnel Management Association (202/833-5860) conducted a survey in 1984 of 383 government personnel offices to determine current practices. While he included some federal and state personnel offices most of the offices were from local government. There is no way to determine, however, the actual mix of federal, state, and local respondents. No data was provided on numbers trained but the extent of programs offered was as follows:

Around one-fourth of the agencies formally evaluated training
Around one-fourth offer management development training
Around two-thirds offer supervisory development training
Around one-sixth offer upward mobility skills training
Around one-third offer affirmative action training
Around two-thirds offer safety training
Around one-third offer employee relations training
Around one-fourth offer public relations training

(3) In 1975, a study made by Katherine C. Janka on "Municipal In-Service Training" was reported in the Municipal Yearbook. This showed that 65 percent of cities with populations over 500,000 had training programs compared with 56 percent for cities of 10,000 to 24,999.

(4) The International City Management Association has a training institute (Pat Haines 202/626-4627) which provides home study courses and training packages to local governments. It has around 650 direct home study enrollees each year and around 1,000 local governments are using its course in supervisory practices.

(5) The Pennsylvania State Government has a training division (Brenda Fried 717/787-5177) that provides instruction to local government employees. In FY 84, it trained 24,000 under this program. Some of its training is funded by federal grants for activities in special areas.

Survey Recommendation The large number of entities makes any survey of local governments difficult--even using sampling techniques. Nevertheless, this is an area where more data is needed and merits future study.

MEDIA

Summary of Field Newspapers, periodicals, radio and television stations, and cable TV are media sources which may sponsor educational activities. Some offer these activities in conjunction with a school or college--in which case they would be outside the scope of this project.

Estimate of Education Includes only those not involving a college or university.

Print media participants	5,000
Regular TV participants	10,000
Cable TV participants	600,000
Total	615,000

Sources and Contacts (1) A half dozen years ago, the Chronicle of Higher Education (November 28, 1977) said that the "Courses by Newspaper" project drew 20 million readers. The program began in 1973 at the Extension Division of the University of California at San Diego and at its peak involved 450 newspapers and 300 colleges and universities.

By late 1984, the program had lost its federal support and new course development was almost at a standstill. Some old courses were to be reissued.

(2) In 1984, the American Newspaper Publishers Association Foundation agreed to work on adult literacy by sending packets of materials to 1,700 daily newspapers. This was developed in conjunction with Jorie Mark of the Division of Adult Education of the Department of Education.

(3) The "Sunrise Semester" course appeared on CBS at the time of day which separates the scholars from the nerds. At one time, it was reported to have 2 million listeners. It was cancelled in 1982 when only 42 of the 200 CBS affiliates were still carrying the program and only 47 people were taking the course for credit.

(4) The Public Broadcasting Service (Will Phillips 202/488-5363) pointed out that while most media courses are offered through a college, many read or listen to the courses on their own--without ever making contact with the college for credit.

(5) Americans in Transition by Aslanian and Brickell cited elsewhere, reported that one percent of the 62 million Americans studying in 1980 used the media, or 620,000 persons.

(6) Cable TV, with its many channels offers opportunities for specialization not previously available through television. In the Washington, DC area, a science and technology-oriented cable television channel is planned. In 1982, a College Cable Channel began operating in the Detroit area. Later, it sold its lessons via video and other cassettes to persons all over the country.

(7) ACSN, the Learning Channel, announced in 1983 that its educational cable service went into more than 2 million homes.

(8) Psychology Today distributes a series of learning cassettes with titles such as "How to Build Self-Esteem" and "How to Deal with Difficult People."

(9) The Annenberg School of Communications awarded the Corporation for Public Broadcasting a $150 million grant over a 15 year period to support the development of high quality, college-level courses to be offered for credit through cooperating colleges and universities. Funds may also be used for non-credit courses for the elderly.

This was in 1981 and the program has proved successful. By the fall of 1983, some 750 colleges were participating and they offered 2,600 courses to around 100,000 students. Over 250 public TV stations carried the courses. Most students used the telecourses to accelerate their college education as 40 percent were enrolled in ten or more credit hours including the television course. Almost all (89 percent) of the telecourse participants had viewed most of the programs in a series. But fewer than half completed all of the study guide or textbook readings.

This program, as we have said, has been a success, but its high percentage of participants from among the ranks of already enrolled college students was not expected, at least by this writer.

Survey Recommendations Courses by television appear the most promising area of media involvement in education, at least for the immediate future. At some future time, a survey of the scope and characteristics of media learning would be highly desirable. By waiting until more of the country was wired for cable television, much higher participation statistics may be obtained.

MILITARY SERVICES

Summary of Field The military services include the Army, Navy, Marines, and Air Force. The Coast Guard is a part of the Department of Transporation in peacetime but shifts to the Navy in wartime.

The military is the largest single employer of America's youth--6 to 7 percent of all 18-21 year old males are in the armed forces. Many men and women join the armed forces to gain a skill for a later civilian career or to take advantage of GI Bill support for college training.

One might argue that in peacetime all military service activities are "training" but for purposes of this study only formally organized individual training activities are included. Training is offered to both active duty personnel and to reserve components. Both correspondence and in-person instruction are offered.

Estimate of Training Total number of persons trained, included duplicates where a person participated in more than one type during the year. Figures are for FY 86 estimates for all but Coast Guard where latest data available was for FY 78.

Army, Navy, Marine, and Air Force active duty personnel	1,915,934
Army, Navy, Marine, and Air Force reserve personnel	234,030
Coast Guard active duty personnel	37,700
Coast Guard reserve personnel	11,700
Total	2,199,364

This figure does not include college courses taken through institutions located near bases or by correspondence.

Sources and Contacts (1) The Military Manpower Training Report FY 86 details the training plan as cited above. Overall, the goal is to provide 214,859 person-years of training to active duty military personnel plus 47,885 person-years to reserve personnel. There are 103,800 military and 24,100 civilian training officials in the armed forces.

The above data do not include group training or unit training. The average Army battalion spends 160 days per year in unit training. The average Navy ship 29 days per year in steaming or flight simulation. The average Air Force crew spends 10 to 20 training hours per month.

(2) A Survey of Correspondence Course Training made by the Navy Personnel Research and Development Center in San Diego reported that there were 500 courses offered by the Navy and Marine Corps and they had some 500,000 students in 1981. Many participated in the courses to aid their advancement in service.

(3) Colonel William Scott estimated in a 1984 talk that the Department of Defense spends $18 billion a year on individual training. This training takes 20 percent of the total time of persons in the armed forces. These figures do not include unit training.

(4) The current edition of Guide to the Evaluation of Educational

Experiences in the Armed Services (prepared by the American Council on Education) cites more than 10,000 courses offered by the military services and makes college and other credit recommendations for each course.

(5) The Army has 350 military occupational specialties (MOS), each requires training. There are five levels of skill required for each MOS and appropriate training and measurement of skill or knowledge is required for each level. See Babes in Arms: A Study of Youth in the Army by David Gottlieb (University of Houston Press).

(6) The Navy's brochure Educational Opportunities: The Navy Campus indicates that certificates may be earned as a result of Navy training in 36 vocational technical areas. Agreements have been worked out with a number of occupational and professional societies to count Navy training and work toward licensure. An announcement in a local periodical sought candidates to teach in the Navy's school preparing for dining hall and banquet management.

Survey Recommendation There seems little need for additional survey activity in this area. Later Coast Guard figures are needed. The rather impressive financial resources of the Department of Defense and the precise nature of the data already available in this area indicates that little additional information is needed.

MUSEUMS

Summary of Field A museum is defined as an institution organized on a permanent basis for educational or aesthetic purposes which owns or uses tangible objects and exhibits them to the public on a regular basis. There were an estimated 4,400 nonprofit museums in 1979 according to a NCES study. Of every 10 museums, five were history, two were science, and 1.5 was concerned with art. The remaining 1.5 were for children, specialized, general, or related to a park or visitor center complex. According to the same NCES study they had 350 million visitors in 1979, up from 300 million in 1975.

Estimate of Training

Of 350 million using museums, an estimated 17 million participated in their training or educational activities.

Sources and Contacts (1) The NCBS report Museum Program Survey 1979 is a gold mine of information on museum activities but does not provide specific data on persons served via educational programs. It showed, as cited above, that museums had 350 million visitors and that 32 percent offered classes, workshops, and seminars; 56 percent special lectures; and 44 percent demonstrations.

Two-thirds of the responding museums reported an increase in their educational activities, in contrast to only two percent citing a decline. Total budgets for museums are around $1 billion and $108 million is spent on education. Museums with and without employees in their education department by type of employee are as follows:

	Museums with...	
Type of Employee	No employees in education	Employees of this type in education
Regular full-time	3,380	1,025
Temporary full-time	4,219	189
Regular part-time	3,841	567
Other full and part-time	4,224	184
Temporary part-time	4,219	418
Volunteer full-time	4,348	60
Volunteer part-time	3,273	932

Although museums spend 10 percent of their monies on educational activities, this may include some noninstructional things such as developing guides or manuals to help introduce or explain museum activities or exhibits. For this reason, a relatively conservative estimate of 17 million persons participating in museum instructional activities is used. This is about five percent of those using museums each year.

(2) Several reports have dealt with museum training. America's Museums: The Belmont Report, which was not locatable, was published in 1979. Museums, Adults and the Humanities: A Guide for Educational Programming is a relative new (1982) report but provides no data on extent of these

activities. It was published by the American Association of Museums (202/338-5300) which had no other data available. The National Endowment for the Arts (202/682-5442) conducted a museum education survey in 1981 or 1982 but attempts to obtain a copy proved fruitless. The Art Museum as an Educator (Newsom and Silver, University of California Press, 1978, p. 32). said that "over half of America's art museums regularly provide guided tours, gallery talks, classes for adult visitors, compared with 70 percent that regularly provide similar services for school children."

(3) The New York Botanical Garden offers a number of courses, including 26 in botany alone. Some are one day courses, others lead to a certificate, and some offer the prospect of college credit. Not to be outdone, the Bronx Zoo offers courses on such subjects as animal migration, evolution of primates and man, and wildlife photography.

(4) Reflecting the interest in the field, George Washington University offers a graduate course in museum education. This is a one year master's program which includes a museum internship.

Survey Recommendation More precise information is needed on the educational activities of museums. This should be included in the next general study of museums sponsored by NCES or might be the subject of a short, special study of museums dealing only with educational programs.

POSTAL SERVICE

Summary of Field The U.S. Postal Service was created as an independent part of the executive branch of the federal government as a result of the Postal Reorganization Act of 1970. It is subdivided into five regional authorities and there are 30,000 individual post offices. The Postal Service is exempt by law from reporting its training activities to OPM.

Estimate of Training

Training activities 1,125,000 Individuals trained 500,000

Sources and Contacts (1) In FY 84, the Postal Service had 720,000 employees, it initiated 1,125,000 training experiences which totalled 10,391,000 hours. How many of the 720,000 employees took the 1,125,000 courses or programs? No one knows but the 500,000 seems a low estimate. These data were provided by Suzanne J. Henry, Director, Office of Training and Development, US Postal Service, 475 L'Enfant Plaza West, SW, Washington, DC 20260-4280 (202/245-5669). The Postal Service collects training data on a small IBM punch card, not suitable for display under this project.

(2) The Postal Service operates a Postal Service Training and Development Institute with facilities in Bethesda, MD and Norman OK. In a recent year, 11,000 employees were trained at these two centers. It also operates around 170 Postal Employment Development Centers all over the country, to train local staff in management, delivery services, and mail processing. Data from these activities are already included in the national figures cited above.

(3) The District of Columbia Postal Service office reported compatible figures. In a recent year, of its 5,600 employees, around 5,350 started a training activity. Of these, 5,200 completed their courses. Total training lasted 72,269 hours. These data were provided by John Hopkins of the office of Mrs. Hughes (202/523-2099).

(4) Little published material has been written on Postal Service Training. It did receive some mention in the paper by David Smith on An Overview of Training in the Public Sector prepared for the National Institute of Education June 1979 conference.

Survey Recommendation There is little need for any NCES role in this area. The Postal Service is gathering data with the only missing fact the number of different individuals served by the one million plus training activities.

PROFESSIONAL CONTINUING EDUCATION

Summary of Field Around 850 occupations are licensed in the United States most of them by state authorities. However, some federal agencies and cities also license. No single state licenses all 850 occupations but some license well over 100 fields. These range from physicians, dentists, and lawyers to insurance agents, architects, and barbers. In California, 600,000 adults are under statutory requirements to keep abreast of their field through continuing education; in New York, this is estimated at 450,000.

Estimate of Field No separate estimate of training is provided for this area. Most of the professional continuing education activities are given by colleges and universities, associations, vendors, health care organizations and providers already cited.

Sources and Contacts (1) One of the two major researchers in this area is Lou Phillips of the University of Georgia's Center for Continuing Education (404/542-3561). He prepares and updates information on the extent to which the various states require continuing professional education. A copy of his table is attached. Dr. Phillips does not know how many persons participate each year in professional continuing education but his studies show that more and more states have passed requirements in this area. Between 1977 and 1984 the number of states requiring continuing education increased as follows in these fields:

CPAs	23 to 43
Lawyers	7 to 12
Nurses	6 to 11
Nursing home administrators	37 to 44
Pharmacists	14 to 30
Social workers	6 to 18
Real Estate brokers	11 to 22

(2) The other major national researcher in this area is Benjamin Shimberg of the Educational Testing Service. He wrote Occupational Licensing: A Public Perspective and he has gathered considerable information over the years on the characteristics and trends in professional continuing education but does not collect participation data in this area.

(3) Time magazine (October 18, 1982) said that "each year 10,000, or 5% of the nation's electrical engineers transfer out of their field, many because they feel useless or technologically obsolescent". Training magazine (July 1983) says that at Hewlett-Packard Company engineers are encouraged to spend six hours a week taking courses--on company time.

(4) Some of the controversy over licensing requirements (see Changing Times, May 1980) stems from the feeling that state boards may manipulate the passing level to limit or increase the number who work in the occupation. A study in New England showed that more electricians, funeral directors, and hairdressers failed their state boards when the unemployment rate rose in their field. In other cases, states have trouble over the difficulty of the examination. Florida, for example, gave its general contractors examination to 2,149 applications one year and none of them passed.

(5) The Council of State Governments (PO Box 11910, Lexington, KY 40578) has established the National Clearinghouse on Licensure, Enforcement, and Regulation (CLEAR). As one of its first projects, it prepared Occupational Licensing and Regulation: A Bibliography.

(6) Another pertinent publication, which is noted but could not be located, is Professional and Occupational Practice Requirements by Donna Queeney and Karen Manz and published by the Pennsylvania State University. Likewise, a 1980 U.S. Department of Labor publication Directory of State Regulated Occupations was not available, even through the Department's Library.

(7) An interesting report was prepared by a special committee in Illinois entitled A Blueprint for Occupational Licensing Reform which was critical of the fact that the state gave tests for licenses in 100 fields including registered tree expert, athletic referee, and funeral director trainee.

(8) In New York State, five assessors were dismissed in August 1985 for failure to take required training courses. The state has 1,940 assessors all of whom work part-time. Because their work is important, as local real estate taxes generate $10.3 billion a year, the state tried to replace them with full-time assessors. Failing this, the required training was legislated. The course takes five days, the assessors are not paid during it, and many feel it is too long a training for a job from which some only make $600 a year. An article by Phillips in Powers and Conflict in Continuing Professional Education indicates that 150 veterinarians and several hundred pharmacists had their licenses revoked by various states for failure to comply with continuing education requirements.

Survey Recommendations While mandatory and optional professional continuing education account for a considerable volume of current training activities, the volume which it generates can best be measured by studies of providers of educational activities. However, learning how individuals meet continuing education requirements in specific fields will help identify provider sources used.

STATUS OF MANDATORY CONTINUING EDUCATION FOR SELECTED PROFESSIONS	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticutt	Delaware	D.C.	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas
Architects			●							●						X	
CPA's	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Dentists					X											X	X
Engineers (Prof.)																X	
Lawyers	X		S		S	X				S	S		X			S	
Nurses		S			X	X				X			S			X	X
Nursing Home Administrators	X		X	X	X			X		X	X	X	X	X	●	X	X
Optometrists	X	X	X	X			X	X		X	X	X	X	X	X	X	X
Psychologists		X		●				X		X	X					X	●
Pharmacists	X	X	X	X	X				●	X			X		X	X	X
Phys. Therapy																X	X
Physicians		X	X	●	X							X				X	X
Real Estate			X		X			X		X	X					X	X
Social Workers	X	-	-	X		X	-	X	-	X	-	-			-	-	X
LPN's					X	X				X						X	X
Veterinarians	X		X	X		X				X				X	●	X	X

STATUS OF MANDATORY CONTINUING EDUCATION FOR SELECTED PROFESSIONS	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina
Architects							●						●	●	●		
CPA's	X	X	X	X	X	X	X	X		X	X	X	X		X		X
Dentists	X				X		X							S	X		
Engineers (Prof.)				-			●			X							●
Lawyers							X			X		X			S		
Nurses	X				X	●	X	S			X	X	S		X		
Nursing Home Administrators	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Optometrists	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Psychologists		●		X		●	●					X			X		●
Pharmacists	X	X	X		X	X	X	X		X	X	X	X	X	X		●
Phys. Therapy										●					X		
Physicians	●		X	X	X	X	X				●	●	X		X		
Real Estate		X	X	X			X		X			X	S			X	
Social Workers	X		X	X	X		-	-	-	X	-	-		-	-		X
LPN's	X				X	●		S			X	X			X		
Veterinarians	X			X				X		X	X	X	X		X		X

STATUS OF MANDATORY CONTINUING EDUCATION FOR SELECTED PROFESSIONS	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
Architects																	
CPA's	X	X	X	X	X	X	X	X	X	●	X	X		X			X
Dentists	X			X				X									
Engineers (Prof.)																	
Lawyers	X						S			S				X		X	X
Nurses				S										●			
Nursing Home Administrators	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
Optometrists	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Psychologists				X						●	X	●		X	X		●
Pharmacists		X	X	X				X	X			●		X			X
Phys. Therapy																	
Physicians		X			S	X					X			X		X	
Real Estate	X	X	X	X				X	X	S	S					X	X
Social Workers	X	-	X		-			X		X	X	-	X	-	-	-	-
LPN's																	
Veterinarians		X	X	X	X			X	X					X			

X required by statute or regulation

● enabling legislation passed

S required under certain circumstances

- profession not licensed

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Louis E. Phillips
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NOTE: Information obtained from national professional associations.

PROTECTIVE SERVICES

Summary of Field Most protective service workers are employed by a federal, state, or local government agency. Some, particularly guards, work for private organizations. Because of the size of the field and its specialized nature, protective service worker training is cited in this separate section rather than by organizations offering training (state and local govenments, associations, etc.).

Employment in the field was over 1.5 million in 1982 according to Occupational Projections and Training Data prepared by the Bureau of Labor Statistics. It includes 111,000 correctional officers, 252,000 career firefighters, 637,000 guards, and 549,000 police and detectives. To these must be added 1,000,000 volunteers affiliated with fire companies.

Estimate of Training

Police and detectives	495,000
Firefighters, career	160,000
Firefighters, volunteer	667,000
Correctional officers	40,000
Guards	200,000
Total	1,562,000

Sources and Contacts (1) The National Association of State Directors of Law Enforcement Training (50 Teemont Street, Suite 205C, Melrose, MA 02176 617/662-2422) estimates that in 1984 around 495,000 police and sheriff's department employees were trained through 675 police academies. Its reports indicate that all states require police recruit training which ranges from 200 to 960 hours (average 380).

(2) The International Association of Chiefs of Police (301/948-0972) reports that a number of states require that all police officers receive annual training including Florida, California, Georgia, and Wyoming.

(3) According to the Catalog of Federal Domestic Programs 1984, the FBI provided Field Police Training for 178,000 in FY 84 plus another 2,732 through its Advanced Police Training Course.

(4) Professor Donna Hale of the Department of Criminal Justice at the University of Baltimore (Baltimore, MD 21201 301/625-3242) surveyed training in state police academies in 1985. Responses from 46 of the 50 states reported that 94,384 police were trained by state-level academies. Dr. Hale feels, however, that some states provided estimates rather than hard data. A copy of the form used in this survey is attached.

(5) According to the Occupational Outlook Handbook 39,000 new police officers and 10,200 new firefighters will be hired each year and presumably all will require training.

(6) An article "How Dearborn Trains its Cops" (Training magazine, March 1983) reports that the members of this Michigan police force take two to three days of training each year.

(7) The Police Foundation (202/833-1460) was contacted but had no useful information. Dan Rosenblatt of the Foundation commented that Baltimore requires that each of its police officers take 40 hours of training each year.

(8) The National Fire Protection Association (617/770-3000 Ext. 465) seems the most authoratitive source of information on firefighters training. Jim McKiernan estimates that three-fourths of the 250,000 career and 1,000,000 volunteer firefighters are trained each year. In many departments, volunteer firefighters must participate in a training activity each month.

(9) The National Volunteer Council (302/645-3225) has no data but estimates that 80 percent of all volunteer firefighters are trained each year.

(10) The Survey Research Center of the University of Wisconsin at Madison made a study in 1980 of volunteer firefighters in cities of 50,000 or more. It reported that 93 percent of the departments offered training to their volunteers.

(11) The International Association of Fire Chiefs (301/833-3420) and the International Association of Firefighters (301/737-8484) were contacted but had no information. Time did not permit contacting the International Safety Academy in Houston (713/932-9400).

(12) No special information or useable source was found for correctional officers. Most of them are probably affiliated with a prison. The estimate of 40,000 trained annually is probably low in terms of the total employment of 111,000.

(13) Similarly, no source was found for training information on guards. We do know that around 160,000 new guards are hired each year (Occupational Projections and Training Data) and we assumed all were trained by their new employer. Add to this 40,000 among the continuing guards who are trained to get the 200,000 estimate.

Survey Recommendation No survey of protective service training is recommended. There are an estimated 40,000 police and 25,000 fire departments and selecting a sample and obtaining reliable data would be very expensive. Federal agencies with prime concern in this area, particularly the Department of Justice, should make any study in this field. As most training is for job retention, rather than to prepare new persons for the field, training in this area may be of less importance to NCES than preemployment training.

RECREATION AND SPORTS

Summary of Field Every Saturday morning, hundreds of thousands of Americans set off for the tennis court, the golf link, or the ski slope. Later, in the evening, many will play bridge, square dance, or bowl. All are areas in which personal pride, the need for achievement or safety, and competitive pressures encourage lessons.

Unlike other instructional areas, recreation and sports instruction is offered by such unique organizations as country clubs, bridge instructors, and sports instructors in activities ranging from ice skating and riflery to gymnastics and archery.

Estimate of Training All of the figures below are estimates of activities involving persons 17 or older:

Physical fitness and gymnastics training	30,000
Golf lessons	500,000
Tennis lessons	200,000
Ski lessons	1,000,000
Dance lessons	2,000,000
Bridge lessons	300,000
Riflery instruction	1,500,000
Swimming and diving instruction	500,000
Nature and conservation instruction	500,000
Other hobby and recreation instruction	300,000
Other sports instruction	800,000
Total	7,630,000

Sources and Contacts (1) the American Alliance for Health, Physical Education, and Recreation (703/476-3400) does not collect data on participation in this area. The National Recreation and Park Association (3101 Park Center Drive, Alexandria, VA 22302) publishes a calendar of professional development activities for persons working in the field. It does not gather participation statistics, however.

(2) Membership in associations does not provide definite data on training in various areas. But, just as the physician looks down your ears when you complain about a stomach ache, it provides some clues. All numbers come from National Trade and Professional Assoiciations of the United States, 1985 edition.

In the area of golf, there are at least 5,500 courses as that many belong to the Golf Courses Superintendents Association of America. A Golf Coaches Association has 250 members. The American Bridge Teachers Association has 850 members.

The Professional Association of Diving Instructors has 8,500 members. The Professional Association of Ski Instructors has 16,500 members. There are 1,700 persons affiliated with the International Association of Square Dance Callers and 800 members of the National Association of County Park and Recreation Officials. The National Employee Services and Recreation Association has 3,000 company members and the National Recreation and Park

Association has 18,000 individual members. The National Rifle Association has 3 million members. There are 8,600 members of the National Strength and Conditioning Association.

Sports and recreation instruction may serve 20 to 25 million participants a year but the figure cited above is probably safe, if not easy defended.

Survey Recommendation Sports and recreation excellence is not a major national priority. Increasing the number of golfers who regularly beat par from 1.5 to 4.0 percent would do little for our national image. And developing the new center court contender to replace Chris Everett Lloyd is not an issue with much support on Capitol Hill. Nevertheless, it would be interesting to know more about the extent of sports and recreation instruction and a survey of the data possessed by the various associations and organizations in the field would be relatively easy and fairly inexpensive.

RELIGIOUS ORGANIZATIONS

Summary of Field Churches, synagogues, and other religious organizations offer educational activities for their members and for the community. Regular worship programs are outside the scope of this project but it includes Bible or other religious study. Both church school (primarly for youth) and adult education activities are offered and are within our scope. Schools and colleges operated by religious organizations for elementary, secondary, and college students are outside the scope of this project.

Estimate of Training Most of these data are for 1983 or 1984. The unreported adult education estimate is based upon information from prior studies.

Church school attendance	29,000,000
Unreported adult education	4,000,000
Total	33,000,000

Sources and Contacts (1) The Yearbook of American and Canadian Churches 1985 provides comprehensive data on Protestant, Catholic, and Jewish denominations including total membership and church school attendance. The three major groups had 140,816,385 members in 1984. Church school attendance for Protestant and Catholic groups were 28,661,252. No estimate was available for the Jewish church schools. There were 5,728,000 Jewish church members and their church school attendance may be estimated at 500,000 so the total for all groups may be over 29,000,000.

The extent to which adult education activities are included in these figures is unclear. An additional 4 million is added to the above totals to cover this area.

(2) The most frequently cited prior study in this area was made by NCES in 1972 and published under the title of Adult Education in Community Organizations. This reported 4,008,000 adults taking courses through religious organizations. A copy of the form used for that survey is available.

(3) The College Board made a study Americans in Transition: Life Changes as Reasons for Adult Learning (Carol Aslanian and Henry M. Brickell) in 1980. This study estimated that 62 million Americans were studying (including self-directed learning) and 5 percent of them or 3.1 million were studying through a religious institution.

(4) The NCES report on Participation in Adult Education 1981 did not include a separate category for religious institutions. Presumably they would be included under "private community organization" or "other."

(5) The above figures do not include training received each year by the 243,000 ministers, 6,500 rabbis, 58,000 priests, and 43,000 directors of religious education (figures from the Occupational Outlook Handbook, 1984-85).

The other study noted in this area was made many years ago by Robert L. Bonn for the Society for the Advancement of Continuing Education for

Ministry. This was entitled Continuing Education Participants: Who, How Many, Types of Programs, Attitudes. It reported that among Protestant clergy 67 percent participated in at least one continuing education activity of three or more days duration in 1972 and 1973. No estimate of activities taken by professional staff in this field is included in the estimate of training.

(6) The National Council of Churches, Department of Ministry, 475 Riverside Drive, New York, NY 10027 (212/870-2561) provided much the same information as found in the Yearbook. The U.S. Catholic Conference (202/659-6718) was contacted but had no additional information.

(7) The periodical Religious Education should be watched for articles in this area.

Survey Recommendation. A study of churches, synagogues and comparable institutions should be made to ascertain their adult education activities and to define more clearly enrollments in church schools and adult education programs.

STATE GOVERNMENT

Summary of Field In October 1984, there were 3,898,000 employees of state governments according to the U.S. Bureau of the Census. The typical state has 20 or more major agencies plus a host of smaller ones so that collecting data on training would be difficult--even if the state desired to do so. There is no national program for obtaining and reporting on training done by the individual states. If there were, more states would be encouraged to gather data from their agencies.

Estimate of Training

Number of state government employees	3,898,000
Estimated number trained each year	900,000

Sources, Contacts, and Comments (1) The above is an estimate. It assumes that state government employees are trained at half the rate of federal employees. Very likely, it underestimates state training but we prefer to err in that direction, pending the availability of better data.

Recognizing that training data from state governments (and local as well) would be among the most difficult to obtain, a number of calls were made to various national groups as well as to individual states. Little productive data developed from these contacts.

(2) The most authorative source may be State Government Training: State of the Art a report on a survey made in 1980 by Robert Martin for the National Governors Association. Mr. Martin is now with the U.S. Chamber of Commerce but sent a copy of his report. The report contains no data on numbers trained. Among its most significant findings may be the fact that 95 percent of the responding states have an organized training function, 86 percent opened up their training activities to employees of local government or other states, and most count on outside funds to help finance training. No survey form was available and most of the report included anecdotal information from some states.

(3) The demise of CETA in the early 1980s probably reduced the level of training in the states as many programs were financed through this federal program.

(4) The National Governors Association (Carol Eliason 202/624-7794) had no other information but may be a useful source in the future. Carol Eliason formerly directed the women's program for the American Council on Education and one of her colleagues is Evelyn Gingas, formerly with the USDL.

(5) A State Information Center (606/252-2291) is maintained by the Council of State Governments in Lexington, KY but that Center has no training statistics. The Book of the States, from the same organization, does not include training data.

(6) Two other useful contacts but which do not have data at this time are the Government Division of the Census Bureau (Allen V. Stevens) and the International Personnel Management Association (Kenneth Long, Research

Director 202/833-5860).

(7) In the late 1970s, the National Association of State Directors of Training was formed. Several calls failed to determine if this group still exists. However, a list of various state training directors was obtained which suggests that someone or some group has its finger on the names and addresses of these officials.

(8) California makes an annual report on state government training. However, six calls to concerned agencies and a letter to the State Personnel Director failed to connect with anyone who knew how the current report may be obtained.

In 1981, California trained around 200,000 of its state employees.

(9) Pennsylvania makes no attempt to assemble statewide training data. Its 34 agencies do their own training and keep their own data. Contact was Nancy Dering (717/787-3679).

(10) New Jersey (Alma Joseph, training Unit of Civil Service Department, 609/984-7144) reported that her central agency trained 7,368 persons last year in general office courses. But most of the training for the state's 65,000 employees is done by the agencies involved. Her office is starting this year to collect data on training done by other state agencies.

(11) The Michigan Department of Civil Service put out an impressive catalog of courses in 1980. But many of these are likely dropped as the department said that its "Bureau of Employment and Training is funded under the Comprehensive Employment and Training Act" and those funds are not available now.

(12) The District of Columbia government, which has a relatively high 762.9 employees per 10,000 population, said that it trained 25,000 employees in a recent year.

(13) The Texas Select Committee on State Employee Productivity made a survey in 1980 but the results were presented in a format which defies utility.

Survey Recommendations Much better data is needed on educational activities sponsored by agencies of state government. Many of the states seem interested in better data for their own purposes. A cooperative effort should be developed with the U.S. Department of Labor and concerned national associations such as the National Governors Association and the Council of State Governments.

TUTORIAL

Summary of Field Long before educator Mark Hopkins sat on one end of a log with his lone student on the other, private instruction was a major--perhaps the major--source of education. In today's organized, groupy world it is easy to forget the role that tutoring plays in our educational system. People learn music, languages, crafts, and many other things through a one-to-one teacher student relationship.

Estimate of the Field

In 1981, an estimated 1,637,000 were learning through a tutor or private instructor.

Sources and Contacts (1) The Participation in Adult Education Survey of NCES identified 1,637,000 persons who said they learned through a tutor in 1981. Of these 32.9 percent used the tutoring to develop a job related skill.

(2) Americans in Transition by Aslanian and Brickell, which used a sample of 2,000 to develop national estimates, had a much higher figure. It estimated that 10 percent of the 62 million Americans who are studying used private instruction, or 6.2 million.

(3) The NCES study of Free Universities and Learning Referral Centers identified a number of learning exchanges, where persons come to obtain a tutor or private instructor with skill or expertise in a needed area. The Learning Exchange in Evanston for example, lists 30,000 available teacher-experts in its files.

(4) For purposes of this report, the NCES estimate of 1,637,000 is used--but it probably omits hundreds of thousands of Americans such as those who study music through a private instructor.

Survey Recommendation The Participation in Adult Education study should continue to use the item "tutor or private instructor" among its providers. Along with the need to research underreporting in other parts of the PAE, the tutor category may merit special study. Is it reflecting the enrollments in foreign language training schools? Does it report the level of adult participation in private or group music lessons?

VETERANS ADMINISTRATION

Summary of Field The Veterans Administration provides financial support for training to veterans under its Post-Korea Education Assistance program. This funds training through colleges and universities, other schools, correspondence study and on-the-job training. The number served has dropped dramatically from a total of 2,692,000 in 1975 to 644,000 in 1983.

Estimate of Training

In FY 1984, the following were aided to obtain training from nonschool sources:

Farm cooperative training	1,865
Apprenticeship programs	12,695
Other job-training programs	6,804
Total	21,368

Sources and Contacts (1) The Educational Benefits Section of the Veterans Administration publishes an annual report from which the above data were taken. Our contact is Michael Wells (202/389-3930).

Survey Recommendation There is no need to make an additional study in this area. VA records provide a clear picture of the training activities supported by its programs.

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"Good Enough Isn't Good Enough at Pennsylvania House," February 1984
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List of Survey Forms

During the investigation for this project, the following survey instruments were collected as illustrations of the type of information requested in surveys. A summary matrix of data elements is on the next page and in the following pages the sample instruments are displayed. Both use the sequence number cited below. In some cases, the form bears an earlier date than the year of the published report for obvious reasons.

1	AECO	Adult Education in Community Organizations, NCES, 1972
2	EII	Education in Industry, Conference Board, 1975
3	EEA	Employee Educational Assistance: Who Pays, Who Benefits? ASTD, 1985
4	FED	Form 182 Used by Federal Govennment to Report Training, OPM, 1985
5	OHIO	Employer Sponsored Training in Ohio, Ohio State University Center for Human Resource Research, 1981
6	MISS	In-Service Training for Supervisory Personnel, University of Mississippi, 1978
7	NIC	National Institute of Corrections, Far West Laboratory, 1985
8	OTMW	Occupational Training in Metal Working Industries, Bureau of Labor Statistics, 1975
9	PAE	Participation in Adult Educaiton, NCES, 1981
10	PPI	Personnel Program Inventory, International Personnel Management Association, 1984
11	SPA	State Police Academies, University of Baltimore, 1985
12	PSP	Private Sector Providers of Basic Skills Training in the Workplace, American Association for Adult and Continuing Education, 1984
13	STL	Study of Training in Industry, Applied Consulting and Evaluation, 1981
14	SEST	Survey of Employer Sponsored Training, ASTD, 1984
15	SCE	Survey of Continuing Education Activities for Engineers and Scientists, University of Wisconsin Extension, 1976
16	TSB	Training Sponsored by Banks, ASTD and American Bankers Association, 1985

Analysis of Data Elements on Sample Survey Instruments

The matrix of data elements points out areas covered by surveys of training and areas which are omitted, either because of lack of interest on the part of the investigator or because of the feeling that the data may be difficult to obtain.

If the survey forms gathered through this project are representative, then it is possible to obtain the following through studies of training:

Identifying data on the organization including number employed or affiliated with it.
Demographics of participants and number of registrations in training or education. In many cases, these data will be estimated but likely fairly reliable. Most organizations can't pinpoint the number of individuals served: the data provides only registrations and a single person may be counted several times during the year.
Organization which offered the training and facilities used.
Length of training in hours.
Expenditures on training and source of funds.
Numbers of persons on education or training staffs.
Whether evaluation of the program took place.
Type of instruction.

It appears more difficult or less desirable to ask these areas:

Subject studied, many ask for general type of instruction but far fewer for details on individual subjects.
Relationship to job of trainee.
Extent to which courses were completed, whether certificates or other awards were given for completion, and whether courses were eligible for college credit.

The results of the matrix of survey form data appears to support the experience of the author that survey forms in this area, at least at this time, should be based on the following:

Form should be short, two to four pages.
Identifying data is easy to provide, also total numbers affiliated with organization.
Beyond this point, all data becomes much harder for respondent, this includes the number trained, the type of instruction, the total hours of training, and the expenditures on training. These, however, are the areas considered most important by most concerned with the field. By limiting the form to those elements, the time and resources of the responding organization may be devoted to providing the most essential information.

Matrix of Survey Form Content

Date Element...	Survey Instrument...															
	1 AECO	2 EII	3 EEA	4 FED	5 OHIO	6 MISS	7 NIC	8 OTMW	9 PAE	10 PPI	11 SPA	12 PSP	13 STL	14 SEST	15 SCE	16 TSB
A Identifers																
Name of organization/institution	X	X	X	X	X	X	X	X			X	X		X	X	X
Address	X	X	X	X	X	X	X	X			X	X	X	X	X	X
Classification by type	X	X	X	X	X	X	X	X		X	X	X		X		X
Classification by SIC catagory	X	X	X	X	X	X	X	X		X	X	X		X		X
Total employed or affiliated		X	X		X	X	X	X		X	X	X		X		X
B Participants																
Eligibility for training	X	X	X		X		X	X				X			X	X
Demographics of trainees	X	X	X	X	X		X		X					X		X
Number trained	X	X	X	X	X		X	X	X		X	X		X	X	X
C Training Details																
Compulsary or optional			X		X		X		X							
Offeror of training				X	X		X	X	X		X	X	X	X	X	X
Method of training	X	X			X	X	X				X		X		X	
Facilities used				X	X			X								
Related to job of trainee			X		X	X			X							
D Subject Area																
Type of instruction (See J)	X	X	X	X	X	X	X	X	X	X		X	X	X		X
Subject studied (see K)	X	X	X	X		X		X	X					X		X
Eligible for college credit			X						X							
E Duration and Completion Status																
Length of training, in hours	X			X	X	X		X				X		X	X	X
Completion status				X				X								
Certificate or awards given									X							
F Expenditures																
Amount spent on training		X	X	X	X		X		X			X	X	X		X
Source of funds	X	X		X	X		X	X	X			X				X
G Instructional Staff																
Numbers	X	X			X		X	X				X				X
Characteristics	X						X									X
Organized training department?		X					X						X			X
H Motivation																
Why program was started?					X	X		X								
Goal to upgrade or provide new skills			X		X			X								

Matrix of Survey Form Content (Continued)

Date Element...	Survey Instrument...															
	1 AECO	2 EII	3 EEA	4 FED	5 OHIO	6 MISS	7 NIC	8 OTMW	9 PAE	10 PPI	11 SPA	12 PSP	13 STL	14 SEST	15 SCE	16 TSB
I Evaluation																
Formal		X			X		X	X		X		X	X			
Informal		X			X		X	X				X	X			
J Type of Instruction																
New employee orientation		X			X					X			X	X		X
Job or other skills training	X	X	X	X	X	X	X	X	X	X			X	X		X
Occupational health and safety	X			X						X			X	X		X
Adult basic education	X	X	X	X	X		X		X	X		X		X		X
Human relations/customer relations	X			X			X			X			X	X		X
K Subject Studied																
All (write in subject)				X												
Agriculture	X								X							
Architecture and environmental design																
Area and ethnic studies																
Business, management	X	X				X			X					X		X
Business, marketing	X	X							X					X		X
Communications	X								X							
Computer and information sciences																
Consumer, personal, and misc.																
Education									X							
Engineering	X								X							
Foreign languages	X								X							
Health	X		X						X							
Home economics	X								X							
Industrial arts																
Law			X													
Letters	X															
Liberal/general studies																
Library and archival science																
Life sciences									X							
Mathematics																
Military sciences																
Multi/interdisciplinary studies									X							
Parks and recreation	X		X						X							
Personal and social development	X															

Matrix of Survey Form Content (Continued)

Date Element...	Survey Instrument...															
	1 AECO	2 EII	3 EEA	4 FED	5 OHIO	6 MISS	7 NIC	8 OTMW	9 PAE	10 PPI	11 SPA	12 PSP	13 STL	14 SEST	15 SCE	16 TSB
H Subject Studied (Cont.)																
Philosophy, religion, theology	X								X							
Physical sciences									X							
Psychology	X								X							
Public affairs and protective services	X															
Social sciences									X							
Trade and industrial								X								
Visual and performing arts									X							
Other																

SECTION A - ORGANIZATIONAL CHARACTERISTICS

1. Name of organization ______________________________

2. Address ______________________________

____

Name of person completing form (Please print)

____________________ Title ____________________

Telephone number ______________

3. Is your organization a branch or affiliate of a larger organization?

☐ No. This is a local organization and not affiliated with a larger organization. Check one of the following:

☐ one location only

☐ two or more separate locations in this area. List name and addresses of other locations.

____

____

☐ Yes. This is a branch of a __ State, __ Regional, or __ National organization.

Name and address of headquarters of parent organization:

____

____

Your response to the remainder of the questionnaire should include only adult education activities which are administered from your location (some of these activities may be carried out in facilities other than those at your location, e.g., in a public library, a rented hall, etc.)

4. Please check the category below which best describes your organization or your branch if you are a part of a larger organization. (If necessary, you may check more than one category if you feel that you cannot reasonably describe your organization with only one.)

___ 1. School, college, or university (public or private)
___ 2. Agency of Federal, State, or local government
___ 3. Private business organization
___ 4. Labor union, or trade or professional association
___ 5. Partisan political group (Democrats, Republicans, etc.)
___ 6. Library or museum
___ 7. Hobby clubs, recreational, athletic or sports organizations
___ 8. Racial or ethnic organizations
___ 9. Veterans' organizations
___ 10. Service clubs
___ 11. Fraternal and lodge organizations and orders
___ 12. Civic, historic, neighborhood organizations: citizens' unions, taxpayers associations, historical clubs, public affairs organizations
___ 13. Religious organizations: churches and other religious organizations
___ 14. Social welfare organizations: Goodwill Industries, Red Cross, charitable homes, humane societies, YMCA, etc.
___ 15. Cultural organizations: art, music, drama, study and discussion groups, poetry, etc.
___ 16. Senior Citizens' organizations, associations, etc.
___ 17. Other. Please specify ______________________

In Question 4 above, if you checked only numbers from 1 to 11, you should stop here and return the form in the envelope provided. If you checked a number from 12 to 17, please continue with the questionnaire.

5. Is your organization a:

☐ profit-making organization

Stop here and return form in the envelope provided.

☐ nonprofit-making organization

Please continue with the questionnaire.

SECTION B - ADULT EDUCATION ACTIVITIES

In order not to overlap with other studies of adult education, only certain educational activities are considered to be within the scope of this project. In this section we define which activities these are. Please read this section very carefully to determine which of your educational activities are to be included in responding to the remainder of the questionnaire.

Please include only those educational activities which meet ALL FOUR of the following requirements:

In-Scope

1. Educational activities primarily directed toward adults or out-of-school youth, that is, toward the age group who are beyond compulsory school age in your area.
2. The main purpose of these activities is the development of skills, knowledge, information, habits, or attitudes. (GED) General Educational Development courses are included.
3. The activities involve some form of organized instruction, although there is no restriction on the method used.
4. Most of the participants are primarily engaged in activities other than education, that is, they are employed persons, housewives, retired persons participating on a part-time basis, etc.

* * * * * *

Do not include any of the following activities:

Out-of-Scope

1. High school or college courses for credit.
2. Activities which have as their main purpose fund raising or the production of goods.
3. Organizational activities, such as membership meetings or fellowship meetings, even though the meeting includes a program with a speaker, a panel, etc.
4. Worship services or church meetings held primarily for fellowship or worship purposes.
5. In-service training of volunteers or paid staff members.
6. Social and recreational activities not involving organized instruction such as hobbies, arts and crafts, sports, etc.

If you have ANY activities which meet ALL of the four In-Scope requirements above the dotted line and are not described by any of the statements below the dotted line, continue with the questionnaire.

If you have no educational activities which meet all four In-Scope requirements check here ☐, and return the questionnaire in the envelope provided.

For the remainder of the questionnaire, please limit your responses to the educational activities which meet all four In-Scope requirements. Do not include figures for any activities described by the statements below the dotted line.

In the following question, we request several kinds of information to be given separately for different types of adult education activities. We have used twenty separate categories for adult education activities plus a total. If you are unable to break down your figures at this level of detail, please report only for the six general categories and the total:

Total
General Education
Occupational Training
Community Issues
Personal and Family Living
Sports and Recreational Lessons
Miscellaneous

If you are unable to break your data down into the six general categories, we would appreciate getting figures for the total, only. If you are not able to provide exact figures, we would appreciate it if you would give us your best estimate.

REMEMBER - High school or college courses for credit are not to be included.

DEFINITION OF "COURSE":

> "In determining the number of courses in Column A, count each organized curriculum or related learning experience presented on a regular or systematic basis as a single course. For example, Beginning French is a single course even though you may have 2 or 3 sections. A program on drug education would be a single course, even though it may be repeated many times. If however, programs cover different topics (e.g., a program designed for physicians and another program designed for laymen), then they should be counted as separate courses."

Only those courses of 3 hours or more total instruction should be counted, for purposes of this survey.

6. ALL FIGURES ON THIS PAGE SHOULD REFLECT YOUR ACTIVITIES DURING THE PAST 12-MONTHS. Be sure to include only those activities defined as in scope on page 3. If you do not have exact figures to fill in this chart, please give us YOUR BEST ESTIMATE.

ADULT EDUCATION ACTIVITIES (See the buff colored insert for additional detail)	A Number of courses (3 hours or more)	B Average total hours per course (estimate)	C Total number of adult registrations*
TOTAL (ALL EDUCATION COURSES)			
GENERAL EDUCATION (non-credit only)(Total)			
Adult Basic Education..................			
Americanization..........................			
High School Equivalency, or GED, or College Subjects.....................			
Other General Education................			
OCCUPATIONAL TRAINING (Job-related courses)........................(Total)			
Professional, Technical, Business, Sales, etc..............................			
Skilled, Semi-skilled, and Service Occupations............................			
Agriculture, Forestry, Fish and Game....			
Other Occupational Training............			
COMMUNITY ISSUES...................(Total)			
Civic and Public Affairs...............			
Religion..................................			
Safety and Survival......................			
Other Community Issues..................			
PERSONAL AND FAMILY LIVING.........(Total)			
Home and Family Living..................			
Personal Development....................			
Other Personal and Family Living........			
SPORTS AND RECREATIONAL LESSONS....(Total)			
Hobbies and Recreational Lessons........			
Sports Lessons...........................			
MISCELLANEOUS.........(All other combined)			

* Include only adults or out-of-school youth.

7. Of the total count of registrations shown on the "Total" line on Column C of question 6, what was the total number of different individuals who participated in these activities? (In other words, count only once a person taking two courses during the 12-month period.

Number of individuals ______

Please indicate whether this number is:

☐ an exact count

☐ your best estimate

8. Of the total individuals shown in question 7, please give us your best estimate of their characteristics:

Male ___%	under 17 yrs. of age ___%	Negro/black ___%
Female ___%	17 to 34 yrs. of age ___%	Spanish Surname ___%
Total 100%	35 to 54 yrs. of age ___%	All Others ___%
	55 and over . . . . . ___%	Total 100%
	Total 100%	

9. Please indicate which of the following types of facilities were used to conduct the adult education courses or programs that you listed in question 6. Please check USED or NOT USED for each.

USED	NOT USED	
☐	☐	Public or private school or college facilities
☐	☐	Libraries or museums
☐	☐	Federal, state, or local government facilities. (Do not include schools, libraries, or museums in this category)
☐	☐	Churches, synagogues, or other religiously affiliated facilities
☐	☐	Private homes
☐	☐	Other community organizations
☐	☐	Other types of facilities. IF USED: Specify

10. Please indicate which of the following methods were used to conduct the adult education programs listed in question 6. Please check USED or NOT USED for each.

USED	NOT USED	
☐	☐	1. Classes, study groups, lecture series, group discussions, seminars
☐	☐	2. Workshops
☐	☐	3. Correspondence courses
☐	☐	4. Film series
☐	☐	5. Individual instruction from a private teacher
☐	☐	6. Courses given over educational television or radio
☐	☐	7. Educational trips/field trips to museums, planetariums
☐	☐	8. Programmed instruction or other teaching machine
☐	☐	9. "Living room" seminars
☐	☐	10. Other. IF USED: Specify ____________

____

____

11. Please circle the number which corresponds to the one method listed in question 10 which was used most frequently in most cases.

1 2 3 4 5 6 7 8 9 10

12. Is membership in your organization required for participation in the adult education courses you listed in question 6?

☐ Yes for all courses
☐ Yes for some courses
☐ No (GO TO QUESTION 13)

A. **IF YES**: Is there a fee or dues for membership:

☐ Yes

☐ No

13. Other than membership dues, are any fees required for course participation?

☐ Yes for all courses
☐ Yes for some courses
☐ No

SECTION C - STAFF AND OPERATIONS

14. In the appropriate boxes, please provide the number of instructors of the various adult education activities reported in question 6 conducted by this organization during the past 12 months. Include all instructors even though they may no longer be on the staff at this time.

		Paid Employee	Volunteer
Persons working full-time* in this community organization. *More than 30 hours per week	whose main activity is teaching courses in this organization		
	who teach part-time in addition to other activities in this organization		
Persons working part-time in this community organization.	who are regularly employed as a teacher in a school or college		
	who are regularly employed in a non-teaching position		
	who have no other regular employment (housewife, retired person, etc.)		
	Other. Specify ____ ____ ____		

15. Consider the following statement as a description of your organization.

> Education for adults and/or out-of-school youths is the primary activity of this organization.

Would you say this statement is:

☐ Mostly true

☐ Mostly false

16. Which of the following sources of income support adult education activities of this organization?

	SOURCE	NOT SOURCE
Student fees	☐	☐
General budget of organization	☐	☐
Special contracts or grants ..	☐	☐
Social Service agencies	☐	☐
Other. Specify ____________ ____________________	☐	☐

Thank you for your cooperation. Please return this questionnaire in the envelope which has been provided.

Please return one copy to:

CONFIDENTIAL

Seymour Lusterman
The Conference Board
845 Third Avenue
New York, New York 10022
(212) 759-0900

A Conference Board Survey

EMPLOYEE EDUCATION AND TRAINING

Your company is one of a scientifically selected sample group. Your responses to this questionnaire are important to the study's success — *even if you should happen not to be involved in any of the programs it asks about.* A copy of all publications resulting from this survey will be sent to cooperating executives.

First, is name and other identification complete and accurate?

If not, please make corrections below:

Name and Title ____

____

Company Name ____

Address ____

____

This survey is mainly about *courses.* A course is defined as a planned series of lectures and/or other means of off-the-job instruction, designed to impart knowledge and skills or to increase competence. Its length is measured by hours or days of employee participation. *This may be continuous or intermittent* (e.g. — one full week, or an hour a week for 35 weeks are equivalent in course length). Where course modules are used, a single module may constitute a course for certain employees, while a group of modules may make up a course for others. The survey includes both "company" courses and "outside" courses.

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A. COMPANY COURSES

Company courses are defined as those in which *all participants are your own employees.* Such courses may have been designed and conducted by company personnel, by outside institutions and contractors, or by the two together; and may have been held on or off the company's premises.

Excluded, for purposes of this survey, are courses that . . .

- acquaint new employees with company rules, policies, benefits, etc.;
- instruct employees in job safety;
- are part of apprenticeship training.

1. Were any courses, as defined above, provided by your company (or any of its units in the U.S.) last year?
Yes ☐ No ☐ If "no," please skip to question 9.

"AFTER-HOURS" COURSES PROVIDED BY THE COMPANY LAST YEAR

2. a) Did your company (or any of its units) have an "after-hours" course program last year — that is, did you provide any courses that employees could take during non-working hours?
Yes ☐ No ☐ (If "no," please skip to question 3.)

b) About what percent of your U.S. employees are located at facilities or in localities at which such courses were provided last year?

Less than 10%	(1) ☐	50-89%	(3) ☐
10-49%	(2) ☐	90-100%	(4) ☐

c) How many employees participated in one or more such courses last year?

Actual number____________ Estimated number____________ Cannot determine ☐

d) Which of the following subject-areas were represented in the after-hours program?

Job or career-related knowledge/skills ☐
Basic "remedial" education (reading/writing/arithmetic) ☐
Other ☐

e) Was the program based on correspondence/self-study; classroom/group-study; or both?

Correspondence/self-study (1) ☐
Classroom/group-study (2) ☐
Both (3) ☐

"DURING-HOURS" COURSES PROVIDED BY THE COMPANY LAST YEAR

3. Did your company (or any of its units) provide any courses last year that were taken by employees *during working hours* or otherwise "in the line of duty?"
Yes ☐ No ☐ (If "no," skip to question 9.)

Management Development/Supervisory Skills

4. a) Were any of these "during-hours" courses provided last year by the company in *management development or supervisory skills* (e.g., principles of management, OD, sensitivity training, MBO, decisionmaking, interpersonal skills, EDP for management, equal employment opportunity, training of trainers)?

Yes ☐ No ☐ (If no, skip to question 5.)

b) Which of the following occupational groups were represented among participants in such courses last year?

Managerial

- Top/senior management ☐
- Middle management ☐
- Supervisors ☐

Professional and Non-Managerial

- Professional/technical ☐
- Sales/marketing ☐
- Other non-exempt, salaried ☐
- Other non-exempt, hourly ☐

c) How many employees participated in one or more such courses last year?

Actual number__________ Estimated number__________ Cannot determine ☐

d) Were any of these courses in management development or supervisory skills longer than 30 hours?

Yes ☐ (If "yes," please indicate which occupational groups participated in such courses by circling
No ☐ the appropriate boxes in 4b above.)

e) What were the objectives of courses provided last year in *management development and supervisory skills?*

- To train or instruct newly hired employees ☐
- To improve the skills or performance of present employees in their present jobs ☐
- To prepare present employees for new jobs or new responsibilities ☐

f) How well, as a whole, do you think these objectives were met?

	Objectives		
	Train New Employees	*Performance in Present Jobs*	*New Jobs or New Responsibilities*
Very well	(1) ☐	(1) ☐	(1) ☐
Satisfactorily	(2) ☐	(2) ☐	(2) ☐
Unsatisfactorily	(3) ☐	(3) ☐	(3) ☐

g) How was effectiveness determined?
(Check as many as apply)

Opinions of participants (instructors and/or students)	☐	☐	☐
Opinions of participants' superiors	☐	☐	☐
Tests of skill or learning on completion of course	☐	☐	☐
Measurement of on-the-job performance	☐	☐	☐
Other (describe)__________	☐	☐	☐

____

Functional/Technical Skills

5. a) Were any of the "during-hours" courses provided last year by the company (or any of its units) in *functional/technical skills* areas (e.g., production, maintenance, marketing, sales, service, office, administration, internal systems, finance, personnel)? Yes ☐ No ☐ (If no, skip to question 6.)

b) In which of the following areas, and for which occupational groups, were courses provided last year?

	Occupational Groups Participating				
Course Subject Area	*Managerial (any level)*	*Professional/ Technical*	*Sales/ Marketing*	*Other non-exempt salaried*	*Other non-exempt hourly*
Production, maintenance, technical	☐	☐	☐	☐	☐
Marketing, sales, service	☐	☐	☐	☐	☐
Office, administration, record systems	☐	☐	☐	☐	☐
Personnel	☐	☐	☐	☐	☐
Finance	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

c) How many employees participated in one or more such courses last year?

Actual number____________ Estimated number____________ Cannot determine ☐

d) Were any of these courses in functional/technical skills longer than 30 hours?

Yes ☐ (If "yes," please indicate the participants and subject areas by circling the appropriate boxes
No ☐ in 5b above.)

e) What were the objectives of courses provided last year in *functional/technical skills?*

- To train or instruct newly hired employees ☐
- To improve the skills or performance of present employees in their present jobs ☐
- To prepare present employees for new jobs or responsibilities ☐

f) How well, as a whole, do you think these objectives were met?	*Objectives*		
	Train New Employees	*Performance in Present Jobs*	*New Jobs or New Responsibilities*
Very well	(1) ☐	(1) ☐	(1) ☐
Satisfactorily	(2) ☐	(2) ☐	(2) ☐
Unsatisfactorily	(3) ☐	(3) ☐	(3) ☐
g) How was effectiveness determined? (Check as many as apply)			
Opinions of participants (instructors and/or students)	☐	☐	☐
Opinions of participants' superiors	☐	☐	☐
Tests of skill or learning on completion of course	☐	☐	☐
Measurement of on-the-job performance	☐	☐	☐
Other (describe)____________	☐	☐	☐

____

Basic Remedial Education

6. a) Were any of the "during-hours" courses last year in *basic "remedial" education* (i.e., reading, writing, arithmetic)? Yes ☐ No ☐ (If no, skip to question 7)

b) How many employees participated?

Actual number______________ Estimated number______________ Cannot determine ☐

c) What were the objectives of courses provided last year in *basic "remedial" education?*

– To train or instruct newly hired employees ☐
– To improve the skills or performance of present employees in their present jobs ☐
– To prepare present employees for new jobs or responsibilities ☐

d) How well, as a whole do you think these objectives were met?

	Objectives		
	Train New Employees	*Performance in Present Jobs*	*New Jobs or New Responsibilities*
Very well	(1) ☐	(1) ☐	(1) ☐
Satisfactorily	(2) ☐	(2) ☐	(2) ☐
Unsatisfactorily	(3) ☐	(3) ☐	(3) ☐

e) How was effectiveness determined? (Check as many as apply)

Opinions of participants (instructors and/or students)	☐	☐	☐
Opinions of participants' superiors	☐	☐	☐
Tests of skill or learning on completion of course	☐	☐	☐
Measurement of on-the-job performance	☐	☐	☐
Other (describe)______________ ______________	☐	☐	☐

Other Subjects

7. a) Were any "during-hours" courses provided last year *in subjects not included in previous questions* (e.g., economic education, foreign language, English as a second language, etc.)
Yes ☐ No ☐ (If no, skip to question 8)

b) How many employees participated?

Actual number______________ Estimated number______________ Cannot determine ☐

c) Please list the most frequently offered courses.

AFFIRMATIVE ACTION

8. Has your company's affirmative action program led to increased participation in training courses by women and minorities in recent years? Specifically, which of the following steps have been taken with regard to such courses — either during or after working hours?

	Courses in . . .			
For *women:*	*Managerial/ supervisory skills*	*Functional/ technical skills*	*Remedial education*	*Other*
Brought more women into existing courses	☐	☐	☐	☐
Provided new courses of special interest and value to women	☐	☐	☐	☐
Neither of above considered necessary	☐	☐	☐	☐
For *minorities:*				
Brought more minorities into existing courses	☐	☐	☐	☐
Provided new courses of special interest and value to minorities	☐	☐	☐	☐
Neither of above considered necessary	☐	☐	☐	☐

Comments:

B. OUTSIDE COURSES

"Outside" courses are those in which enrollment is open to a wider public than employees of a particular company — courses offered at colleges, universities and other public and private schools, and provided by various business, professional, trade, and proprietary organizations (including The Conference Board, American Management Association, etc.)

9. Did your company last year assume any costs for "outside" courses that were taken by employees *during non-working* or *"after"* hours (as in tuition aid and refund programs, etc.)?
Yes ☐ No ☐

10. a) Did your company last year authorize any employees to take outside courses *during working hours* or otherwise "in the line of duty?" Yes ☐ No ☐

b) If "yes," which of the following occupational groups were represented in such courses?

Managerial ☐
Professional/technical ☐
Sales/marketing ☐
Other exempt ☐
Non-exempt ☐

11. Did your company last year authorize any employees to take paid educational "leaves of absence" or "sabbaticals" of a month or longer? Yes ☐ No ☐

C. STAFFING, ORGANIZATION, COSTS

12. a) Does your company (including any of its divisions or other operating units) employ one or more persons with *full-time* duties in employee education, training, or development?

Yes ☐ No ☐ (If "no," skip to question 13)

b) How many such persons are employed in each of the organizational categories listed below?

	Number With Full-Time Education/Training/Development Duties
In corporate education, training, or human resources development unit	________
In corporate departments that train for their particular functions	________
In divisional, plant, or other operating units	________

c) Do any of these employees teach company courses . . .

on a full-time basis	Yes ☐	No ☐
on a part-time basis	Yes ☐	No ☐

13. Please indicate below your company's expenditures last year for each – or any – of the programs listed. If you are unable to provide the dollar figures for all programs, please estimate, if possible, the ratios in which these components were distributed.

Include, as appropriate to each program: salaries of employees devoting all or major portions of their time to these activities; travel and living expenses; payments to outside institutions or individual contractors; and costs of equipment and materials purchased or rented. *Do not include* wages or salaries paid to student-employees for course-time; space and other overhead costs; or value of production lost during training time.

	Dollars	or	*Percent of Total*
Tuition aid or refund programs	________		______
Other outside programs	________		______
Company (internal) programs	________		______
Total	$________		100%

14. During recent years, *but prior to the current business recession . . .*

a) What was the trend of *per-employee* expenditures for each of these programs?

	Per-employee expenditures			
	Increased	*Decreased*	*Varied: no trend*	*Don't know*
Tuition aid or refund programs	(1) ☐	(2) ☐	(3) ☐	(4) ☐
Other outside programs	(1) ☐	(2) ☐	(3) ☐	(4) ☐
Company (internal) programs	(1) ☐	(2) ☐	(3) ☐	(4) ☐
Total	(1) ☐	(2) ☐	(3) ☐	(4) ☐

b) Was there any change in the *portion, or percent, of total expenditures* that each of these programs came to represent during this time? Yes ☐ No ☐

c) If "yes," please indicate which program(s) increased as a percent of the total, and which decreased as a percent of the total . . .

	As Percent of Total . . .	
	Increased	*Decreased*
Tuition aid or refund programs	(1) ☐	(2) ☐
Other outside programs	(1) ☐	(2) ☐
Company (internal) programs	(1) ☐	(2) ☐

15. a) Excluding tuition aid or refund, what is your best estimate of the ratios in which total company expenditures were distributed *last year* between the course categories listed?

b) If these ratios changed during recent years (but prior to the recession) what categories increased and what decreased as a percent of the total?

		As Percent of Total Has . . .	
Course Categories	*Estimated Ratios Last Year*	*Increased*	*Decreased*
Managerial skills	______	(1)☐	(2)☐
Functional/technical skills	______	(1)☐	(2)☐
Basic "remedial" education (reading, writing, arithmetic)	______	(1)☐	(2)☐
Other	______	(1)☐	(2)☐
Total	100%		

c) Excluding tuition aid or refund, what is your best estimate of the ratios in which expenditures were distributed *last year* between the education and training of new company employees and of present ones?

Newly hired employees	______
Present employees	______
Total	100%

16. What effect, if any, has the business recession had (or is it having) on *per-employee* expenditures by the company for each of the following program types and course categories?

	Since recession per-employee expenditures . . .				
Program Types	*Substantially reduced or eliminated*	*Moderately or slightly reduced*	*About the same*	*Moderately or slightly increased*	*Substantially increased or started*
Tuition refund	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Other outside	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Company (internal)	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Course Categories					
Managerial skills	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Functional/technical skills	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Basic "remedial" education	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Other	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐
Total program	(1)☐	(2)☐	(3)☐	(4)☐	(5)☐

Comment:

D. OPINION

17. a) What do you judge to be the more significant changes during the past five to ten years in your company's education and training goals, or in its methods of achieving them?

b) What further changes, or changes of emphasis, in its employee programs do you think your company may, or should, initiate in the coming years to better serve its need for properly trained and educated personnel?

c) Do you believe that employee education/training by business is presently being impeded or aided by government programs or policies, or that new programs, policies or legislation are desirable? If so, please describe.

18. We are interested in your views about the proper division of responsibility for career and job training as between industry and the schools. For example, increased emphasis is being placed on vocational skills and career education by many secondary and post-secondary institutions.

Please describe what your attitude is toward this apparent trend, and why?

19. a) Has your experience in company education, training, or other human resource activities led to any opinions about how well the schools and colleges are fulfilling their role in preparing people for work?
Yes ☐ No ☐ (If "no," skip to question 22)

b) Which of the following terms best describes your opinion of the overall performance of the schools and colleges in this respect?

Good or excellent (1) ☐
Adequate or fair (2) ☐
Inadequate or poor (3) ☐
Highly variable — cannot generalize (4) ☐
No opinion (5) ☐

20. a) Does it seem to you that any of the institutions listed below are performing *particularly well* their role in preparing people for work? If so, please indicate which.

b) Are any performing this role *particularly poorly?* If so, please indicate which.

	(a) *Particularly Well*	*(b)* *Particularly Poorly*
Primary schools	(1) ☐	(2) ☐
Secondary schools — academic curriculum	(1) ☐	(2) ☐
Secondary schools — vocational curriculum	(1) ☐	(2) ☐
Two-year colleges — academic curriculum	(1) ☐	(2) ☐
Two-year colleges — vocational curriculum	(1) ☐	(2) ☐
4-year colleges — liberal arts	(1) ☐	(2) ☐
4-year colleges — business	(1) ☐	(2) ☐
4-year colleges — engineering/science	(1) ☐	(2) ☐
Graduate schools	(1) ☐	(2) ☐
Private vocational/technical schools	(1) ☐	(2) ☐

21. Please note any subjects, skills or other areas that you believe are receiving insufficient attention in the schools and colleges or that are being overlooked or neglected: indicate whether you feel the deficiency is local or more pervasive, and the kind of school(s) involved.

22. a) Has employee education and training in your company during recent years included any subjects or skills that you believe are really the responsibility of the schools and colleges to provide?

Yes ☐ No ☐

b) If "yes," please describe them.

c) What portion of total man-hours of employee education and training provided by your company do you judge that these subjects and skills have represented?

Little (1) ☐ Some (2) ☐ Much (3) ☐ Most or all (4) ☐

23. Some observers believe that certain of the methods of education and training employed by industry could advantageously be adopted by the schools and colleges. Please comment on this view, noting reasons why you agree or disagree, and citing relevant examples.

E. OTHER COMPANY ROLES

24. a) Does your company . . .

- participate in any joint or cooperative arrangement with one or more other companies in providing courses to employees? Yes ☐ No ☐
- provide courses to any of your clients or customers in connection with the sale or use of a company product or service? Yes ☐ No ☐
- market any other education/training services or products? Yes ☐ No ☐
- provide work experience for credit to students in cooperative education arrangements? Yes ☐ No ☐

b) If "yes," to any of the above, please describe briefly, attaching any pertinent descriptive material.

25. Please describe briefly any education, career-preparation, or job-training activities your company has engaged in recently with schools, educators, or others — either in your community or communities, or on a wider scale — that you consider to have been . . .

— particularly successful or innovative:

— particularly unsuccessful or disappointing:

About your employees

— How many employees did you have in the U.S. in mid-year 1974? ______

in mid-year 1975? ______

— In what ratios were these employees distributed among the following occupational categories? (Please estimate if necessary)

	Percent of Total	
	1974	*1975*
Managerial	______	______
Professional/technical	______	______
Sales/marketing	______	______
Other non-exempt salaried	______	______
Other non-exempt hourly	______	______
Total	100%	100%

— Which of the following describes the smallest area holding 90 percent or more of your U.S. employee population?

a) a single community or metropolitan area (1) ☐
b) a single state (2) ☐
c) an area larger than a state (3) ☐

Person completing this questionnaire
(If not the same as addressee on cover page) ______
Name

______
Title

IMPORTANT

Please attach to this questionnaire a list of the *titles of any courses of more than 30 hours* that the company provided for employees last year — during or after hours.

We would also appreciate *any catalogues or other material* that list company courses, or that describe the history, character, aims and methods of your company's education-training activities or the manner in which they are planned, administered and evaluated.

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

EMPLOYER EDUCATIONAL ASSISTANCE SURVEY

This short survey seeks information on educational assistance, such as tuition aid, which you make available to your employees. All responses to our survey will be treated confidentially, will not be released to any outside organization or federal agency, and the results will be presented in national summary tables only.

General Information

1. Name of person completing this survey form ______________________
2. Title/position ______________________
3. Company/organization name: ______________________
4. Company/organization address: ______________________
   ____
5. Office phone (area code): ______________________
6. Brief description of business or activity: ______________________
   ____

   Are you responding for your entire organization or a component?
   entire organization ______________ component ______________
   Please specify and give total number of employees: ______________________
   ____

Educational Assistance Program

7. Does your organization have an educational assistance program? This is broadly defined as a practice or program of payment by an employer of expenses incurred, by or on behalf of an employee, for education courses for the benefit of the employee.
   ______ Yes. If yes, go on to item 8.
   ______ No. If no, please indicate how many persons are employed by your organization here: ____ . Then skip to item 15.
8. Please answer the following short questions with either a "Yes" or "No."
   a. Do you keep records on participants in your educational assistance programs by sex, racial/ethnic group?
      Yes ____ No ____
      If yes, please submit a current demographic breakdown.
   b. Do you provide employees with information on the availability of your educational assistance program? (e.g., posting)
      Yes ____ No ____
   c. Do you provide educational assistance programs in-house that are not intended to improve employee performance on the job?
      Yes ____ No ____
      If yes, what (rough) proportion of your total educational assistance plan do these courses represent? ______________________

9. Do you publish materials on your program? Yes ____ No ____

If so, please send us copies of any announcements, employee guidelines, and reports.

10. Please indicate (based on your estimates) what percentage of employees receiving educational assistance take courses or instruction in each of the categories below:

	more than 75%	**50-74%**	**25-49%**	**10-24%**	**5-9%**	**less than 5%**	**0%**
Education for current job	____	____	____	____	____	____	____
Basic educational skills (e.g., high school/GED)	____	____	____	____	____	____	____
Community or junior college	____	____	____	____	____	____	____
Bachelor's degree program	____	____	____	____	____	____	____
MBA program	____	____	____	____	____	____	____
Law school	____	____	____	____	____	____	____
Medical school	____	____	____	____	____	____	____
Other graduate level	____	____	____	____	____	____	____
Hobbies, recreation, sports	____	____	____	____	____	____	____
Other (Please specify)	____	____	____	____	____	____	____
____________	____	____	____	____	____	____	____

11. By general salary range, what is your total number of employees, how many are eligible for educational assistance programs, how many participated, and what was your cost? Reply for 1984 or for most recent year for which you have data. (If no actual data are available, please estimate.) Answer based on: Acutal data ____ or Estimate ____ for year ending ______, 198__.

1 **Salary range**	2 **Total number of employees in your organization**	3 **Total number eligible for educational assistance programs**	4 **Number of participants in educational assistance programs**	5 **Total spent**
$15,000 and under	____	____	____	____
$15,001-$30,000	____	____	____	____
$30,001-$50,000	____	____	____	____
over $50,000	____	____	____	____

12. If an employee receives educational assistance, will this reduce any *taxable* benefit or compensation (e.g., wages) the employee is otherwise entitled to receive? Yes ____ No ____.

13. The following list of short statements reflects the thoughts of some regarding employee educational assistance programs. Please check the appropriate response which best expresses your opinion.

Employer-provided educational assistance:	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**No opinion**
1. Is primarily designed for and used by highly-compensated employees.	____	____	____	____	____
2. Is utilized by employees in a variety of compensation ranges, including lower and middle-paid levels.	____	____	____	____	____
3. Benefits the lower paid employees because the higher paid employees can more easily deduct educational assistance as a job-related expense.	____	____	____	____	____
4. Is viewed by my organization as one way to assist job advancement by minorities and women.	____	____	____	____	____
5. Is viewed by my organization as an integral part of the training and development of employees.	____	____	____	____	____
6. Is considered primarily as a "perk" in my organization that has little to do with the effectiveness of the employee on the job.	____	____	____	____	____
7. Is one way my organization helps employees receive new skills because of changing work place needs (e.g., technology, competition)	____	____	____	____	____

14. Additional Comments: ____________________

____

____

____

15. Please return this survey by March 29, 1985, or as soon as possible.

Send to: **Employer Educational Assistance Survey**
AMERICAN SOCIETY FOR
TRAINING AND DEVELOPMENT
1630 Duke Street
Box 1443
Alexandria, VA 22313
Attn: Dr. Robert Calvert

- Instructions for handling and completing copies 3, 4, 5 and 6 appear on reverse of copy 3.
- Please type form and do not remove carbons and copies 1-9 from set.
- Type ernment Printi -897

Form 4 Form 182, Federal Government 4/Page 1

REQUEST, AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

A. Agency, code agency subelement and submitting office number *(Example—xx-xx-xxxx)* 01

B. OFFICE USE ONLY

C. Request status *(Mark (X) one)* 02
☐ Initial or Resubmission ☐ Correction or Cancellation

Section A—TRAINEE INFORMATION

1. Applicant's name *(Last-First-Middle Initial)* | Enter first 5 letters of last name 03

2. Social Security Number 04

3. Date of birth *(Year and month)* 05 *(Example—born January 14 1943 shown as 43/01)*

4. Home address *(Number, street, city, State, ZIP code)*

5. Home telephone — Area code | Number

6. Position level *(Mark (X) one only)*
☐ a. Non-supervisory ☐ c. Manager
☐ b. Supervisory ☐ d. Executive

7. Organization mailing address *(Branch-Division / Office / Bureau / Agency)*

8. Office telephone — Area code | Number | Extension

9. Continuous civilian service — Years | Months

10. Number of prior non-government training days

11a. Position title / function

11b. Applicant handicapped or disabled *(See instructions)* ☐

12. Pay plan / series / grade / step

13. Type of appointment

14. Education Level

Section B—TRAINING COURSE DATA

15a. Name and mailing address of training vendor *(No., street, city, State, ZIP code)*

15b. Location of training site *(If same, mark box)* → ☐

16. Course title and training objectives *(Benefits to be derived by the Government)*

17. Catalog / Course No

18. Training period *(6 digits)* 06

	Year	Month	Day
a. Start			
b. Complete			

19. No. of course hours *(4 digits)* 07

a. During duty	
b. Non-duty	
c. TOTAL ➤	

20. Training codes *(See instructions)*

	Code			Code	
a. Purpose		08	c. Source		10
b. Type		09	d. Special interest		11

AGENCY USE ONLY

Section C—ESTIMATED COSTS AND BILLNG INFORMATION

21. Direct costs and appropriation / fund chargeable

Item	Amount		Appropriation / fund
	Dollars	Cents	
a. Tuition	$		
b. Books or materials			
c. Other *(Specify)*			
d. (Enter 4 digits in dollar column) 12 TOTAL ➤	$		

22. Indirect costs and appropriation / fund chargeable

Item	Amount		Appropriation / fund
	Dollars	Cents	
a. Travel	$		
b. Per diem			
c. Other *(Specify)*			
d. (Enter 4 digits in dollar column) 13 TOTAL ➤	$		

23. Document / Purchase Order / Requisition No

24. 8-Digit station symbol *(Example—12-34-5678)* →

25. BILLING INSTRUCTIONS *(Furnish invoice to)*

Section D—APPROVALS

26a. Immediate supervisor—*Name and title* | Area code / Tel No / Extension
b. Signature | Date

27a. Second-line supervisor—*Name and title* | Area code / Tel No / Extension
b. Signature | Date

28a. Training officer—*Name and title* | Area code / Tel No / Extension
b. Signature | Date

Section E—APPROVAL / CONCURRENCE

29a. Authorizing official—*Name and title* | Area code / Tel No / Extension
b. Signature | ☐ Approved ☐ Disapproved | Date

Section F—CERTIFICATION OF TRAINING COMPLETION

30a. Certifying official—*Name and title* | Area code / Tel No / Extension
b. Signature | Date

TRAINING FACILITY ➤ Bills should be sent to office indicated in item 25. • Please refer to number given in item 23 to assure prompt payment.

Copy 1—AGENCY (TRAINING / PERSONNEL FOLDER)
NSN 7540 01 008 3901 Previous edition usable

182 106

Standard Form 182 (Rev. 12-79) (10 Part)
U.S. Office of Personnel Management FPM Chapter 410

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Form 5 Employer Sponsored Training in Ohio 5/Page 1

Interview Schedule: Phase I

Mean Responses to Initial Questionnaire

Schedule Number ____________________

1. Have you conducted any formal training program for your employees on the premises of your firm in the past year? Do not include supervised experience as training.

If your answer is no, please check here _____ and return this form.

If your answer is yes, please check here N=308, read the following instruction and complete the questionnaire.

Instruction: For theis preliminary survey, occupations have been classified into seven broad categories, described on the attached page. Please answer each of the three questions below for each occupational group.

1. About how many persons participated in your training activities last year?

Professionals	Managers	Technicians	Clerical	Sales	Craftsmen	Others
34	40	19	17	40	29	44

2. About how many hours of training did the average participant receive?

Professionals	Managers	Technicians	Clerical	Sales	Craftsmen	Others
30	33	21	7	26	202	17

3. If any of your training activity was part of a formal apprentice program conducted jointly with a union, about what percentage of the total was of this type?

Professionals	Managers	Technicians	Clerical	Sales	Craftsmen	Others
0	0	1	0	0	12	1

4. In your judgment about what percentage of the training you conduct is useful only for employment in your firm?

Professionals	Managers	Technicians	Clerical	Sales	Craftsmen	Others
11	15	10	9	9	14	12

Thank you for your cooperation. If you are willing to discuss your training activities and concerns with us please indicate here, the person we may contact.

NAME:
ADDRESS:
PHONE:

Interview Schedule: Phase II-A

Percent of Responses to Yes Questionnaire

Schedule Number ________________

1. Do you consider training important? Yes N=192 No _____

2. If so, why?

No response	19.0%
Company	34.4%
People	10.3%
Both	36.4%

3. Using occupations (see attachment), do you consider training for one category more important than the others? Yes 53% No _____

4. If so, which one? Ranking: 1st-skilled 74.5%
2nd-manager 43.0%
3rd-professional 31.0%

5. Why?

NOT ANSWERED

6. How is this reflected in your training program?

NOT ANSWERED

7. Do you employ full-time trainers? Yes _____ No 65%

8. How many? Mean = 5

9. What occupational grouping(s) do they train?
1st - manager 63%
2nd - skilled 50%
3rd - sales and other equally 40%

10. Do you employ part-time trainers? Yes _____ No 65%

11. If so, how many? Mean = 3

12. What occupational grouping(s) do they train?
1st - skilled 64%
2nd - manager 51%
3rd - other 48%

13. Do you have on-site classrooms? Yes 58% No _____

14. How many? Mean = 3

15. What occupational groups utilize them?

Ranking: 1st - manager 71%
2nd - skilled 70%
3rd - sales 63%

16. Do you utilize your own printed material? Yes 73% No _____

17. If yes, who developed it? NOT ANSWERED

18. Do you purchase other training materials? Yes 77% No _____

19. If yes, who developed it? NOT ANSWERED

20. How are your students selected for training? NOT ANSWERED

21. Do you evaluate your students? Yes 73% No _____

Pre-training? Yes 56% No _____

Post-training? Yes 63% No _____

Both? Yes _____ No 100%

22. What type of evaluation is used, e.g., attitude surveys, output measures, etc.? NOT ANSWERED

23. Do you utilize outside organizations such as trade associations for in-house training? Yes _____ No 54%

24. If so, which ones? NOT ANSWERED

25. What percentage of your total training is done in this manner? Mean - 38%

26. What occupational categories receive this training?

1st - managers 71%
2nd - professional 40%
3rd - skilled 39%

27. Do you consider training remedial, e.g., re-learning skills that should have been taught in school? Yes _____ No 62%

28. If yes, what percentage? Mean - 41%

29. Which occupational grouping receives the largest amount of this type of training?
    1st - skilled 35%
    2nd - other 33%
    3rd - manager 25%

30. What subject area is the weakest?
    1st - math 42%
    2nd - communications 31%

31. Why do you think that this occurs?

    NOT ANSWERED

32. How you do identify persons for remedial training, e.g., tests, rating performance, application blank information?

    NOT ANSWERED

Interview Schedule: Phase II-B

Percent of Responses to No Questionnaire

Schedule Number ___________

1. In our last questionnaire you identified your firm as one that conducted no formal in-house classroom training? Is this correct? Yes N=73 No ____

If no, please indicate and return the questionnaire.

2.* Why does your firm refrain from conducting formal classroom training? (Check more than one if appropriate.)

Expense	38.0
Poor results in past	9.9
Skill improvement not needed	4.2
Lack of adequate training material	15.5
Lack of adequate trainers	32.4
Lack of physical space	23.9
Believe there is a better way	26.8
Other	14.1

3.* If you don't use classroom training, do you utilize other methods?

Yes 90.4 No 8.2 (*1.4 No response)

4.* If yes, please specify which ones.

On-the-job	87.0
In-house seminars	39.1
Outside seminars	58.0
Demonstrations	26.1
Company-financed technical school courses	53.6
Company-financed college courses	47.8
Professionally designed material	14.5
Others (Please specify)	2.9

5.* Why did you choose these other methods?

Expense	36.2
Better results	37.7
Prefer method	49.3
Other (Please specify)	29.0

*Percent of cases used, i.e., the proportion of responses to valid cases, when more than one response appropriate.

*6. What occupational categories receive training of this type? (Check more than one if appropriate.)

Professionals	67.1
Managers	82.9
Technical workers	61.4
Sales workers	45.7
Clerical workers	41.4
Skilled workers	48.6
Other workers	25.7

*7. Please estimate hours and number of workers receiving this training in 1977.

NOT ANSWERED.

	Hours	Number of People
Professionals		
Managers		
Technical workers		
Sales workers		
Clerical workers		
Skilled workers		
Other workers		

*8. What are the reasons for this training? (Check more than one if appropriate.)

Skill requirements of job	92.6
Poor job market information	5.9
Special requirements for this company	55.9
Failure of educational system	11.8

	Primary	2.9
	Secondary	8.8
Proprietary -	Technical	10.3
	College	11.8

What subjects are lacking?

NOT ANSWERED

9. Do you have a special training program for new employees? Yes 57.5 No ____

10.* What type of training?

Company orientation	77.8
Skill orientation	22.2
Job orientation	84.4
Other	6.7

*Percent of cases used, i.e., the proportion of responses to valid cases, when more than one response appropriate.

11.* What occupational categories receive training of this type? (Check more than one if appropriate.)

All categories equally	51.0
Professionals	14.3
Managers	18.4
Technical workers	22.4
Sales workers	26.5
Clerical workers	24.5
Skilled workers	28.6
Others	22.4

12. If training is received by all categories equally, please indicate how many people were involved and hours of training conducted for 1977.

	Hours	People
All categories equally		
MEAN	2.41	39

13. If various categories are involved, please specify hours and people involved by category in 1977.

NOT ANSWERED	Hours	People
Professionals		
Managers		
Technical workers		
Sales workers		
Clerical workers		
Skilled workers		
Other workers		

14.* Why do you feel this is needed?

Skill requirements of job	59.4
Poor job market information	3.1
Special requirements for this company	68.8
Failure of educational system	3.1

	Primary	3.1
	Secondary	6.3
Proprietary -	Technical	
	Proprietary	
	College	

What subjects are lacking?

Other reasons (Please specify).

*Percent of cases used, i.e., the proportion of responses to valid cases, when more than one response appropriate.

Phase III

1980 Interview Schedule

1. Company name:

   Address:

2. Person interviewed:

   Title:

3. Type of service or mfr. product:

4. Number of employees:

5. Why does your firm conduct training? (their RIO, especially over and above orientation)

6. Training facilities:

   Description:

7. Percentage training done in-house?

8. For which occupational level(s)?

   Average length of time (hrs., days, weeks, months, yearly)

   Who conducts the training? (trainers)

9. Types of training programs and to whom they are offered: (ex.: safety - to everyone)

10. Program name For whom Recognition (certificate or other)

11. Percentage training done by outside agencies?
    Done on or off premise?

    For what occupational level(s)?

12. In the case of apprenticeship training, is it registered with Ohio Apprenticeship Council?

13. How are employees selected for training programs?

14. What criteria is used to judge the participants' success or failure?

15. What (standard) criteria is used to determine the success or failure of your training programs?

16. What is the relation between your training programs and internal job movement (laterals or promotions, i.e., training necessary before move?)

17. Who bears ultimate responsibility for training?

18. Out of whose budget do the funds for training come?

Chance of elimination?

Average yearly cost in 1979?

19. What types of past skill training or work experience are useful to your firm (by occupation)?

20. What knowledge/skills will an employee possess after completing your training program(s)?

21. What types of courses, in formal education institutions, would you suggest be offered for the benefit of your firm?

22. Which occupations require (strictly) on-the-job training as opposed to formal educational training?

23. Comments: (e.g., tuition reimbursement).

Appendix A

PART I

DATA-GATHERING INSTRUMENT

Interviewer______________________________Date________________

INTERVIEWS FOR SUPERVISORY PERSONNEL IN-SERVICE TRAINING PROGRAM

I. Employer Data (Card 1)

A. Name ______________________________ Code (1-3)______________

Address ______________________________

City(4-6)______________________________State (7-8)___ZIP(9-13)___

B. Executive Contact (14-16)______________________________________

Telephone_______________________________Title (17-21)________

Director of Supervisors (22-24)__________Title (25-28)________

C. Standard Industrial Classification (this unit only) (29-30)

1. ___Agriculture, Forestry, Fishing
2. ___Mining
3. ___Construction
4. ___Manufacturing
5. ___Transportation, Communication, Electric, Gas, Sanitary Service
6. ___Wholesale
7. ___Retail
8. ___Finance, Insurance, Real Estate
9. ___Services
10. ___Federal (Education)
11. ___Federal (Noneducation)
12. ___State (Education)
13. ___State (Noneducation)
14. ___County (Education)
15. ___County (Noneducation)
16. ___City (Education)
17. ___City (Noneducation)

D. Total employees at this unit (31) 25-49___49-99___100-199___
1 2 3
If more than 200, give number___
4

Operating supervisory personnel (32) 1-4___5-9___10-19___
1 2 3
If more than 20, give number___
4

E. Do you have a formal in-service training program for supervisor personnel? (33) Yes___No___
1 2

F. If yes, how long is the program (34-35)___hours (36-37)___days (38-39)___weeks (40-41)___months (42-43)___years
Use necessary information to convert all responses to hours.
Please give brief description and share whatever literature you have (to be kept in confidence, if specified). (Objectives, names of courses, resources used--texts, films, cases, problems--teachers--names, backgrounds, including years with company, if employees).

____

____

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Form 7 National Institute of Corrections

OMB # 1105-0031
Exp. 6/30/88

7/Page 1

FEDERAL DEPARTMENT OF JUSTICE

NATIONAL INSTITUTE OF CORRECTIONS

Program Description Survey

Federal or State Prison or Correctional Education System for Adults ____________________

____

Address ____________________

Telephone ____________________

Security Level: Maximum [ ] Minimum [ ] Medium [ ]

Sex of Inmates: Female [ ] Male [ ] Both [ ]

Can interested correctional educators visit your program? If so, whom should they contact?

Name ____________________

Title ____________________

Phone Number ____________________

Name and title of person completing this survey ____________________

Signature ____________________

I. FUNDING

1. What amount (and percentage) of funding for your educational services is derived from each source? How is it utilized?

a. JTPA _____ ( ) How used? ____________________

b. Special Education (state) _____ ( ) How used? ____________________

c. Special Education (federal) _____ ( ) How used? ____________________

d. Vocational Education (state) _____ ( ) How used? ____________________

e. Vocational Education (federal) _____ ( ) How used? ____________________

f. Chapter I _____ ( ) How used? ____________________

g. Adult Basic Education _____ ( ) How used? ____________________

h. Basic Educational Opportunity Grants _____ ( ) How used? ____________________

i. Other state _____ ( ) Please indicate source ____________________. How used? ____________________

j. Other Federal _____ ( ) Please indicate source ____________________. How used? ____________________

k. Private _____ Please indicate source ____________________. How used? ____________________

l. Other ____________________. How used? ____________________

II. EDUCATIONAL PHILOSOPHY

1. Describe your educational program philosophy or general approach. (If you have an already prepared written philosophy, please attach.)

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2. Describe your program's educational goals. (If you have an already prepared written set of goals, please attach.)

III. FEATURES

A. Does your program have a vocational education component? If so, please describe. How is it scheduled? Are students full- or part-time? How is it related to the academic educational component? (Attachments describing program will suffice.)

B. Do your students receive vocational counseling? If so, how?

C. Does your program have a life skills component? If yes, please describe. How is it scheduled? Are students enrolled full- or part-time? If no, please indicate how your program assists inmates in integrating education into their life planning.

D. Does your program have an English-As-A-Second-Language component? For which populations? How is it scheduled (i.e., how often does it convene, is it integrated into other components, etc.)?

E. Does your program focus on post-release use of education? If so, how? Does your program refer inmates to outside agencies upon release?

F. Does your program have any high-school level components (e.g., GED, high school diploma)? If so, please describe.

G. Does your institution cooperate or form partnerships with social service organizations, businesses, or industry in your community? Please explain.

H. Do you have a Chapter I program in your facility? If yes, please describe. Include scheduling information, and full- or part-time status of students.

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I. Do you have an Adult Basic Education program in your facility? If so, please describe. Include scheduling and part- or full-time student information.

J. Do you have a Special Education program in your facility? If so, please describe.

K. Describe any other noteworthy features of your program, particularly as they relate to literacy training.

L. Do you have any special services available for the following?

	No	Yes	If yes, for how many?
a. Lock-up	☐	☐	____________
b. Segregation (Protective Custody)	☐	☐	____________
c. Mental Health	☐	☐	____________
d. Hospital	☐	☐	____________
e. Study Release	☐	☐	____________
f. Other ____________	☐	☐	____________

IV. STUDENT POPULATION

1. Number of students served each year _____ Total inmates in system ________

2. Average student age _____

3. Please indicate in the chart below the average number of students in your program per grade level of literacy and numerical skills ability. (We realize that you may not have data this specific; please approximate if possible. We are interested in whatever data you may have.)

Race	Grade Level									
	0-3		4-6		7-9		GED		Other*	
	Lit.	Num.	Lit.	Num.	Lit.	Num.	Lit.	Num.	Lit.	Num.
Asian Black Hispanic Native Alaskan Native American Pacific Island White Other (specify)										
Total										

4. Do you know the percentage of your prison population that is functioning at the 0-3 literacy level? _____
Of this group, what percentage is participating in your educational program? _____

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V. EDUCATIONAL STAFF POPULATION

1. Please indicate below the number of males and females in each racial category for each staff role.

Role	Asian		Black		Hispanic		Native American		Native Alaskan		Pacific Islander		White		Other (specify)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
a. Director (if director also fills other role, please indicate) ________________ ________________																
b. Teachers/instructors (if some fill other roles, please indicate) ________________ ________________																

2. What number of your paid staff work with each student literacy level? 0-3 ____ 4-6 ____ 7-9 ____ GED ____ Other (specify) ____________________________

3. Do you use:

				Literacy Level			
				0-3	4-6	7-9	9+
Paid teacher aides?	☐ No	☐ Yes	If yes,	☐	☐	☐	☐
Volunteer tutors?	☐ No	☐ Yes	for which	☐	☐	☐	☐
Paid inmate aides	☐ No	☐ Yes	levels?	☐	☐	☐	☐
Inmate volunteer tutors?	☐ No	☐ Yes		☐	☐	☐	☐

*Please explain.

4. Is academic counseling available to inmates? ____ If yes, how? ________________________________

________________________________.

VI. STUDENT INVOLVEMENT

1. How are students involved in your program?

a. Voluntarily ________ b. Involuntarily/Mandatory ______ c. Both __________

If you checked both, what distinguishes (a) from (b)?

2. Please explain regulations or legislation that influences student involvement. (Attach regulations.)

____

3. Please rank the major reasons students have for participating in and staying in your program?

a. Condition of parole __________

b. Condition of work release __________

c. Condition of vocational training __________

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d. Material rewards (e.g., money, radios, etc.) ______

e. Privileges ______________

f. Other ____

4. What does your program do to motivate students to participate?

	Yes	No
a. Set up peer support groups	☐	☐
b. Provide privileges	☐	☐
c. Encourage peer tutoring	☐	☐
d. Teacher use of positive reinforcement	☐	☐
e. Uses culturally relevant materials	☐	☐
f. Encourages problem-solving discussions	☐	☐
g. Uses practical life experience-based materials	☐	☐
h. Other rewards (social contact, improved self-confidence, status, opportunity to learn)	☐	☐
i. Other ______________ ______________	☐	☐

5. Do your students participate in:

	No	Yes	If yes, how?
Diagnosis of learning needs	☐	☐	______________ ______________
Setting learning goals?	☐	☐	______________ ______________
Assessing achievement	☐	☐	______________ ______________
Choosing learning methods	☐	☐	______________ ______________
Choosing learning materials	☐	☐	______________ ______________

VII. METHODS

1. We are interested in all the educational services you provide for adults except those at the post-secondary level. Please indicate the staff to student ratio per teaching session for all the methods you use at the different levels for both literacy and numerical skills.

Method	Grade Level									
	0-3		4-6		7-9		GED		GED	
	Lit.	Num.	Lit.	Num.	Lit.	Num.	Lit.	Num.	Lit.	Num.
a. Traditional Classroom Format										
b. Small group instruction										
c. Individualized instruction in a laboratory setting										
d. Peer tutoring										
e. Programmed texts										
f. Computer-Based										
g. Computer-Assisted										
h. Other										

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	Do not use	Would like to use	Used for reporting to funders /program evaluation	Used for student diagnosis (needs assessment)	Used for student evaluation (assessment of achievement)
2. Competency-Based Tests a. California Adult Student Assessment System (CASAS) b. Adult Performance Level Battery (APL) c. Other - please indicate title and publisher if commercially-made; describe teacher-made instruments briefly.					
3. Assessment of learner goals other than grade level or competency-based achievement. a. What is assessed? (This could include assessment of self-esteem, student interest in learning, ability to interact effectively with others, achievement of non-grade level specific academic goals such as learning legal terms or job safety terms.) b. How (e.g., student self-report, student journals, teacher observation, student-teacher conferences, use of student contracts, formal tests, etc.)					
4. To assess special education needs.					
5. Retention rates					
6. Longitudinal Statistics on Inmates' Post-release					
7. Other (please describe)					

Please send any assessment instruments developed by your program staff.

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2. Does your program feature any one-to-one tutoring? ____ For what literacy levels? ________________

3. Do you use special methods for any of the following groups? If so, please describe.

   a. Non-English speakers [ ] no [ ] yes ______________________

   b. Limited English speakers [ ] no [ ] yes ______________________

   c. Learning-disabled students [ ] no [ ] yes ______________________

4. Do you contract out for any educational services? [ ] no [ ] yes

   If yes, for what kinds of services? ______________________

   With whom? ______________________

   For what student population ______________________

VIII. MATERIALS

1. Attach a list of materials (commercial) that your program uses for instruction. Indicate, if possible the levels, e.g., 0-3, 4-6, 7-9, etc.

2. Please specify materials your program uses other than those that are commercially developed (e.g., teacher-made, newspapers, magazines, student-developed).

3. Please specify materials that deal with multicultural and/or women's issues.

IX. ASSESSMENT

Please check below those instruments you use and for what purpose they are used.

	Do not use	Would like to use	Used for reporting to funders /program evaluation	Used for student diagnosis (needs assessment)	Used for student evaluation (assessment of achievement)
1. Achievement Tests					
a. Tests of Adult Basic Education (TABE)					
b. GED					
c. Wide Range Achievement Test					
d. California Achievement Test (CAT)					
e. Others. Please describe: 1. Title and publisher if commercially-made; include teacher-made assessments. 2. Describe briefly.					

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A. Do you use any special assessment tests or methods for non-English or limited-English speakers?

If yes, what do you use or do? ______________________________

For what population? ______________

B. How are records of student needs and achievement kept? (Are student educational records kept as part of the inmate's total institutional file?)

C. Would you like to learn about other means of student assessment?

If so, what approaches? ______________________________

D. Do you have some means of assessing literacy program management?

If so, how do you do this? ______________________________

E. How does program evaluation occur? System-wide ☐ At institutional level ☐ Both ☐

Other (explain) ______________________________

F. What written evidence do you have of program success? (i.e., evaluation reports, etc.; please include copies if possible.)

X. ADMINISTRATION AND MANAGEMENT

1. Describe the organizational structure of your program and submit an organizational chart.

2. Describe the requirements for implementing your program. This includes physical space, special materials or equipment, number of staff required, if training is needed, financial requirements, outside services.

3. What advice would you give to others who implement your program?

XI. STAFF TRAINING

1. What are the qualifications needed for your program staff? Include certification and/or state personnel requirements.

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2. Do you have staff training for literacy? If yes, please describe and answer a-d below.

a. What is the cost and location of training?

b. What training resources, packages, and materials do you use?

c. What is the cost of training materials? ______________________________

Are the materials adaptable to other settings? [ ] No [ ] Yes What other settings? ________________

d. What source of funds do you use to provide staff training? (E.g., state, vocational education, JTPA, special education, federal)

3. How do you evaluate the performance of your program staff? Forms? Procedures?

4. Are you interested in providing training (or additional training) for your staff? What methods? Are you aware of training resources?

XII. OPTIONS AND LIMITATIONS

1.-What would you say are the strengths of your program?

2. What contributes to these factors? (E.g., outside funding, volunteers, encouragement by prison officials, availability of special equipment, etc.)

3. What are the major challenges involved in the successful operation of your program? (E.g., legislative or regulatory restrictions, wage incentives, funding shortages, guard or administrator attitudes, insufficient teachers.) How do you deal with them?

4. What are the weaknesses of your program? How do you deal with them?

*ALONG WITH ASSESSMENT INSTRUMENTS AND EVALUATION REPORTS, PLEASE INCLUDE ANY OTHER MATERIALS THAT DESCRIBE YOUR PROGRAM. THIS CAN INCLUDE BROCHURES, NEWSPAPER ARTICLES, STUDENT PROJECTS, ETC.

Thank you for your assistance.

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Appendix C. Survey of Occupational Training in Industry

BLS 3050
Jan. 1975

O.M.B. No. 044S-75008
Approval expires 12/75

U.S. DEPARTMENT OF LABOR
Bureau of Labor Statistics
Washington, D.C. 20212

(Change name and address if incorrect.)

COPY FOR YOUR FILES

Location

Employment

Identification or location of establishment for which information is requested, if different from mailing address.

SURVEY OF OCCUPATIONAL TRAINING IN INDUSTRY

The Bureau of Labor Statistics will hold all information furnished by the respondent in strict confidence.

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SURVEY OF TRAINING IN INDUSTRY
SELECTED OCCUPATIONS, 1974

CODE	OCCUPATIONAL DEFINITIONS
01	**CRANEMAN, DERRICKMAN, AND HOISTMAN** (electric-monorail-crane operator; electric-bridge-or-gantry-crane operator; locomotive-crane operator; tractor-crane operator; truck-crane operator; diesel, electric, compressed air, gasoline, or steam drum hoist operator; etc.): Operates various kinds of cranes and hoists to lift, move, and load materials, machines, and products.
02	**ELECTRICIAN:** Installs, maintains, and repairs wiring, electrical equipment, and fixtures. Insures that work is in accordance with relevant codes and may read blueprints.
03	**ELECTROPLATER:** Sets up, operates or tends plating equipment to coat metal or plastic objects electrolytically with metal to provide protective or decorative surfaces or to build up worn surfaces. Work may involve pickling or other cleaning of the object in preparation for electrolysis.
04	**FILER, GRINDER, BUFFER, CHIPPER, CLEANER, AND/OR POLISHER:** Include workers concerned with filing, grinding, buffing, chipping, cleaning, and polishing metal parts or objects other than by the use of production machines.
05	**LAY-OUT MAN, METAL:** Lays out reference points and dimensions on metal stock, structural shapes, or workpieces such as castings, plates, tubes, or machine parts to indicate processing to be done such as machining, welding, or assembly, analyzing specifications and computing dimensions according to knowledge of products, subsequent processing, shop mathematics, and layout procedures. Exclude workers whose duties involve only tracing from templates.
06	**MACHINE TOOL SET-UP MAN** (lathe set-up man, drill-press set-up man, all-round set-up man; etc.): Sets up variety of machine tools, such as gear hobbers, lathes, milling machines, boring machines, and grinders, for other workers, and machines' first-run piece.
07	**MACHINIST** (maintenance machinist; production machinist; etc.): Sets up and operates machine tools and fits and assembles parts to make or repair metal parts, mechanisms, tools, or machines of an establishment, applying knowledge of mechanics, shop mathematics, metal properties, and layout machining procedures. Studies specifications, such as blueprint, sketch, or description of part to be replaced, and plans sequence of operations.
08	**MECHANIC, MAINTENANCE** *(EXCLUDE MILLWRIGHT)*: Repairs in accordance with diagrams, operation manuals, or manufacturer's specifications, machinery and mechanical equipment of an establishment such as cranes, pumps, motors, conveyor systems, and production machines.
09	**MILLWRIGHT** *(EXCLUDE MAINTENANCE MECHANICS)*: Installs new machinery and heavy equipment according to layout plans, blueprints, and other drawings in an establishment and dismantles and moves machinery and heavy equipment, when changes in plant layout are required. Uses a variety of handtools, hoists, dollies, and trucks. May construct foundations for machines.
10	**PATTERNMAKER, METAL** (aircraft loftsman, etc.): Lays out, machines, fits, and assembles castings and parts to metal foundry patterns, core boxes, and match plates, using handtools and machine tools, and analyzes specifications according to knowledge of patternmaking methods. **PATTERNMAKER, WOOD** (wood pattern repairman, ship loftsman, etc.): Plans, lays out, and constructs wooden unit or sectional patterns used in forming sand molds for casting, analyzing blueprints and using handtools.
11	**PLUMBER AND/OR PIPEFITTER:** Assembles, installs, alters and/or repairs pipe systems (metal, plastic, ceramic, composition, etc.) that carry water, steam, air, or other liquids or gases.
12	**SHEET METAL WORKER** (coppersmith; tinsmith; fabricator, special items; roofer, metal; model maker, sheet metal, etc.): Fabricates, assembles, installs, and repairs sheet metal products and equipment, such as control boxes, drainpipes, and furnace casings. Work may involve any of the following: Sets up and operates fabricating machines to cut, bend, and straighten sheet metal; shapes metal over anvils, blocks, or forms, using hammer; operates soldering and welding equipment to join sheet metal parts; inspects, assembles, and smooths seams and joints of burred surfaces.
13	**TOOL AND DIE MAKER, METAL** *(EXCLUDE DIE SINKER AND DIE SETTER)*: Analyzes variety of specifications, lays out metal stock, sets up and operates machine tools, and fits and assembles parts to make and repair metalworking dies, cutting tools, jigs, fixtures, gages, and machinists' handtools.
14	**WELDER AND FLAMECUTTER** (arc welder; gas welder; spot welder; solderer; leadburner; resistance welder; etc.): Joins, surfaces, or otherwise makes or repairs structures or parts, using gas or electric welding, soldering, or brazing equipment with or without filler material; fusing to join or shape lead products or parts, using a gas torch; cutting or perforating metal, using gas or electric cutting equipment.

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REPORTING INSTRUCTIONS

Complete this questionnaire for your company operation (establishment) identified on the mailing label.

To help multi-establishment employers correctly identify this "reporting unit," its physical location has been printed in the lower left portion of the mailing label. Our estimate of the number of persons employed at this establishment appears in the lower right corner of the label.

A. GENERAL INFORMATION

1. What was the principal product manufactured by your establishment in 1974? (Please describe, i.e., "manufacture of automatic lathes;" "manufacture of electronic components.")

2. What is the total number of employees carried on your establishment's payroll for the payroll period which included *January 12, 1975*? . . . . **NO. OF EMPLOYEES** ☐

3. Did your establishment employ any workers in any of the following occupations as of *January 12, 1975*, and if so, how many? (Do not report the same employee in more than one category—see job definitions on the opposite page.)

CODE	OCCUPATION	NUMBER OF WORKERS
01	Craneman, Derrickman, and Hoistman	
02	Electrician	
03	Electroplater	
04	Filer, Grinder, Buffer, Chipper, Cleaner and/or Polisher	
05	Lay-Out Man, Metal	
06	Machine Tool Set-Up Man	
07	Machinist	
08	Mechanic, Maintenance *(Exclude Millwright)*	
09	Millwright *(Exclude Maintenance Mechanics)*	
10	Patternmaker, Metal/Wood	
11	Plumber and/or Pipefitter	
12	Sheetmetal Worker	
13	Tool and Die Maker, Metal *(Exclude Die Sinker and Die Setter)*	
14	Welder and Flamecutter	

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TRAINING DEFINITIONS

A worker can acquire an occupational skill in various ways–general education, experience, training, or a combination of these. This survey deals exclusively with *"training"* as the means of acquiring job skills.

For purposes of completing this form *"training"* is defined as a *structured program* provided by employers to their employees which is designed to permit employees to *acquire or improve skills in the selected occupations listed on page 3*. A structured training program must:

- have an *identifiable plan* designed to *develop* a worker's *specific skill* or *level of competence.*
- involve the *active presence* of an *instructor or trainer* during the training process. A teaching machine or some other programmed self-learning device may be substituted for a human instructor.

  In the case of an APPRENTICESHIP program, the "trainer" is usually a supervisor or other fellow employee of the trainee. (See Qualifying Training, Page 6.)

  In cases of training not related to apprenticeship, a supervisor or fellow employee who, incidental to his main responsibility, gives *occasional, unscheduled* instruction *should not* be considered an instructor or trainer.

Structured training may:

- be conducted by the establishment (or company), or by some other business firm, educational institution, or labor organization, either separately or in conjunction with your establishment or company.
- take place before, during, or after work hours.
- take place with or without compensation to the trainee.
- involve government sponsorship and/or funding.

Structured training includes APPRENTICESHIP training.

This survey excludes skill acquisition or skill improvement that results from casual "learning-by-doing" or "picking it up." Also excluded are courses and programs which *are not primarily* concerned with teaching occupational skills...such as programs which primarily deal with general orientation; safety orientation; company policies, practices, and programs; supervision; and supervisory or management practices.

This questionnaire form separates training into two distinct categories as follows:

1. QUALIFYING TRAINING (Page 6)–Given to qualify employees for work in an occupation. It may be given to employees with no previous work experience. It may also be given to experienced workers to qualify them to work in an occupation other than the one they hold.
2. SKILL IMPROVEMENT TRAINING (Page 7)–Given only to experienced workers to improve their skills in the occupations they now hold.

B. OCCUPATIONAL TRAINING IN 1974

1. Did your establishment provide, in 1974, structured training for any of the occupations listed on page 3?

Yes ☐ (skip to question C.) No ☐

2. If you did not provide any structured training in 1974 for occupations listed on page 3, please identify any or all of the following conditions that influenced your decision *not to provide* such training. (Check one or more blocks below.)

(1) ☐ Informal training satisfies our needs.

(2) ☐ We prefer to recruit trained workers.

(3) ☐ We have only a few skilled jobs...structured training is unnecessary.

(4) ☐ Our production process shifts tasks away from skilled to lesser skilled workers who are already available.

(5) ☐ The cost of structured training is prohibitive.

(6) ☐ The risk of training employees and then losing them to other firms is too great.

(7) ☐ Our establishment does not have the capability to provide structured training.

(8) ☐ Other (give brief description) ______________________________

____

3. Which one of the factors listed above was the primary one in your decision not to provide structured occupational training in 1974, for occupations listed on page 3? List the number (1-8) of the primary factor. . . . . Primary Factor NO. ____

4. If you did not provide training for the listed occupations, did you provide, in 1974, structured training for any *other* occupation(s)?

Yes ☐ No ☐

SKIP TO PAGE 12, QUESTION O. DO NOT COMPLETE QUESTIONS C. THRU N.

C. REASONS FOR PROVIDING OCCUPATIONAL TRAINING

1. For all structured training related to the occupations listed on page 3, please identify below any or all of the reasons that influenced your establishment's decision to provide such training in 1974.

(1) ☐ Necessary job skills can best be learned through our own training program.

(2) ☐ A tight labor market is anticipated for these job skills.

(3) ☐ Occupational training is consistent with employee's career development needs.

(4) ☐ Production methods have changed, are changing, or are expected to change. Accordingly, new skills must be developed by our employees.

(5) ☐ Employees have inadequate educational and/or training backgrounds and, therefore, require company training.

(6) ☐ Other (give brief description) ______________________________

____

2. Which reason listed above was primary in your decision to provide occupational training? (Enter the number–1 through 6–of the primary reason.) . . . . Primary Reason NO. ____

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D. QUALIFYING TRAINING: Training given to qualify newly hired or other employees for work in an occupation. Includes APPRENTICESHIP training.

1. ON-THE-JOB TRAINING (OJT)–A training process that takes place primarily on the job during actual production operations. This training may include some instruction given off the production site. APPRENTICESHIP training including related classroom instruction should be reported in this category.

2. OFF PRODUCTION-SITE TRAINING (OPST)–A training process that usually takes place off the production site in a training facility such as a classroom or an equipped site used primarily for training. The training facility may be operated by the company, either on or off the firm's premises, or by other organizations, such as a technical institute, college, or university. Training undertaken at a facility not operated by the firm *should be counted only if the company pays the cost of training in whole or in part, or pays employees wages while they are attending training classes. Include correspondence course training if paid or reimbursed by the firm.* Exclude APPRENTICESHIP training and its related classroom instruction...see OJT above.

NOTE: Employees who received training in more than one training category or for more than one occupation, should be included in each count of training received.

COMPLETION OF TRAINING: Training is considered to have been completed when the *trainee* has achieved the objectives of the training process or program.

D.1. For occupations listed in Column 2, did your establishment provide, in 1974, any *on-the-job training to qualify an employee for work in these occupations*?

Yes ☐ No ☐

If yes, please answer the questions below before proceeding to D.2. If no, proceed to question D.2 at right.

D.2. For occupations listed in Column 2, did your establishment provide, in 1974, any training that consisted *primarily of instruction off the production site to qualify an employee for work in these occupations*?

Yes ☐ No ☐

If yes, please answer the questions below before proceeding to E.1 and E.2. If no, proceed to questions E.1 and E.2 on the next page.

CODE	OCCUPATION	How many employees received OJT during 1974?*	How many employees completed the OJT in 1974?	What is the total length (in hours) of the OJT program?	Was the training registered as an *apprenticeship training program*? Check one. (6)		How many employees received OPST during 1974?*	How many employees completed the OPST in 1974?	What is the total length (in hours) of the OPST program?
(1)	(2)	(3)	(4)	(5)	Yes	No	(7)	(8)	(9)
01	Craneman, Derrickman, and Hoistman			hrs.	☐	☐			hrs.
02	Electrician			hrs.	☐	☐			hrs.
03	Electroplater			hrs.	☐	☐			hrs.
04	Filer, Grinder, Buffer, etc.			hrs.	☐	☐			hrs.
05	Lay-Out Man, Metal			hrs.	☐	☐			hrs.
06	Machine Tool Set-Up Man			hrs.	☐	☐			hrs.
07	Machinist			hrs.	☐	☐			hrs.
08	Mechanic, Maintenance (exclude Millwright)			hrs.	☐	☐			hrs.
09	Millwright (exclude Maintenance Mechanics)			hrs.	☐	☐			hrs.
10	Patternmaker, Metal/Wood			hrs.	☐	☐			hrs.
11	Plumber and/or Pipefitter			hrs.	☐	☐			hrs.
12	Sheet Metal Worker			hrs.	☐	☐			hrs.
13	Tool and Die Maker			hrs.	☐	☐			hrs.
14	Welder and Flamecutter			hrs.	☐	☐			hrs.

* If your establishment provided more than one kind of OJT or OPST training program *for the same occupation*, record the data by using the appropriate line above and one or more lines below.

				hrs.	☐	☐			hrs.
				hrs.	☐	☐			hrs.
				hrs.	☐	☐			hrs.
				hrs.	☐	☐			hrs.

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E. SKILL IMPROVEMENT TRAINING: Training given to improve the job skills of a worker in the occupation in which he or she is currently employed.

1. **ON-THE-JOB TRAINING (OJT)**–A training process that takes place primarily on the job during actual production operations. This training may include some instruction given off the production site. Exclude APPRENTICESHIP training and its related classroom instruction which should be included in D.1, page 6.

2. **OFF PRODUCTION-SITE TRAINING (OPST)**–A training process that usually takes place off the production site in a training facility such as a classroom or an equipped site used primarily for training. The training facility may be operated by the company, either on or off the firm's premises, or by other organizations, such as a technical institute, college, or university. Training undertaken at a facility not operated by the firm *should be counted only if the company pays the cost of training in whole or in part, or pays employees wages while they are attending training classes. Include correspondence course training if paid or reimbursed by the firm.* Exclude APPRENTICESHIP training and its related classroom instruction...see D.1, page 6.

NOTE: Employees who received training in more than one training category or for more than one occupation should be included in each count of training received.

COMPLETION OF TRAINING: Training is considered to have been completed when the *trainee* has achieved the objectives of the training process or program.

E.1. For occupations listed in Column 2, did your establishment provide, in 1974, *any on-the-job training to improve the job skills of a worker* in the occupation in which he or she was then employed?

Yes ☐ No ☐

If yes, please answer the questions below before proceeding to E.2. If no, proceed to question E.2 at right.

E.2. For occupations listed in Column 2, did your establishment provide, in 1974, any training that consisted *primarily of instruction off the production site to improve the job skills of a worker* in the occupation in which he or she was then employed?

Yes ☐ No ☐

If yes, please answer the questions below before proceeding to the next page. If no, proceed to the next page.

CODE (1)	OCCUPATION (2)	How many employees received OJT during 1974?* (3)	How many employees completed the OJT in 1974? (4)	What is the total length (in hours) of the OJT program? (5)	How many employees received OPST during 1974?* (6)	How many employees completed the OPST in 1974? (7)	What is the total length (in hours) of the OPST program? (8)
01	Craneman, Derrickman, and Hoistman			hrs.			hrs.
02	Electrician			hrs.			hrs.
03	Electroplater			hrs.			hrs.
04	Filer, Grinder, Buffer, etc.			hrs.			hrs.
05	Lay-Out Man, Metal			hrs.			hrs.
06	Machine Tool Set-Up Man			hrs.			hrs.
07	Machinist			hrs.			hrs.
08	Mechanic, Maintenance (exclude Millwright)			hrs.			hrs.
09	Millwright (exclude Maintenance Mechanics)			hrs.			hrs.
10	Patternmaker, Metal/Wood			hrs.			hrs.
11	Plumber and/or Pipefitter			hrs.			hrs.
12	Sheet Metal Worker			hrs.			hrs.
13	Tool and Die Maker			hrs.			hrs.
14	Welder and Flamecutter			hrs.			hrs.

* If your establishment provided more than one kind of OJT or OPST training program *for the same occupation*, record the data by using the appropriate line above and one or more lines below.

				hrs.			hrs.
				hrs.			hrs.
				hrs.			hrs.
				hrs.			hrs.

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PLEASE COMPLETE THE QUESTIONS BELOW AND ON THE FOLLOWING PAGES IF YOU REPORTED ON PAGES 6 OR 7 THAT YOUR ESTABLISHMENT PROVIDED TRAINING IN 1974. INFORMATION YOU REPORT SHOULD RELATE DIRECTLY TO THE TRAINING PROGRAM(S) REPORTED ON PAGES 6 AND 7.

F. CHARACTERISTICS OF THE TRAINING STAFF

1. Please estimate the number of persons *on the payroll of your establishment* who spend *any* of their work time as "instructors" in the training programs you reported on pages 6 and 7. Include supervisors and journeymen associated with apprenticeship training programs. (If "0," skip to question F.4.) . . . . ☐

2. How many of the persons reported above spend *all* of their work time as instructors in these programs? . . . . ☐

3. Is "instructor training" given to instructors reported in F.1 above?

   Yes ☐ No ☐

4. Is any of the instruction related to training programs reported on pages 6 and 7 given by persons who are not on your payroll, e.g., company training center staff, college faculty, etc.?

   Yes ☐ No ☐

REMARKS: ____

____

____

____

____

____

____

G. DESCRIPTION OF THE TRAINING SITE (OR FACILITY)

Please identify any or all of the following descriptions which apply to the facility or site where training is given. (Check one or more blocks.)

COMPANY OWNED FACILITY

- ☐ The production shop of our establishment.
- ☐ A classroom in our establishment.
- ☐ An area of our establishment separate from the production shop, but equipped and designed specifically for training.
- ☐ Other company owned facility (give brief description) ______________________________

  ____

FACILITY NOT OWNED BY COMPANY

- ☐ An adult vocational or technical school facility.
- ☐ A high school facility.
- ☐ A community college facility.
- ☐ A labor union facility.
- ☐ Vendor's or manufacturer's schools.
- ☐ Training received via correspondence school.
- ☐ Other (give brief description) ______________________________

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H. TRAINING CONTENT AND EVALUATION

1. For any structured training program reported on page 6 or 7, please identify any or all of the following groups who helped determine the course content of the program. (Check one or more blocks.)

   ☐ Trade associations.

   ☐ Vendors or manufacturers of plant machinery and equipment.

   ☐ Union-management cooperation and/or committees (e.g., a joint apprenticeship committee).

   ☐ Vocational educators or other education specialists.

   ☐ In-plant analysis by department heads, supervisors, and foremen.

   ☐ Consulting firms.

   ☐ Other (give brief description) ______________________________

2. Are occupational training programs periodically evaluated by management? . . . . . Yes ☐ No ☐ (skip to question I.)

3. If yes, please identify any or all factors utilized to evaluate a typical occupational training program. (Check one or more blocks.)

   ☐ Supervisory feedback.

   ☐ Written or other types of examination of trainee to measure degree of skill acquired or level of competence.

   ☐ Follow-up studies of trainee.

   ☐ Outside educators or consulting firm evaluation.

   ☐ Other (give brief description) ______________________________

I. TRAINING RECORDS

How is an employee's training experience recorded and/or maintained by your establishment? (Check one or more blocks.)

☐ No records maintained.

☐ Record maintained in our personnel department.

☐ Record maintained in our training department.

☐ Record maintained by our payroll department.

☐ Record maintained by employee's supervisor.

☐ Other (give brief description) ______________________________

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J. TRAINING COSTS

1. Does the establishment have a specific budget allocation for training? . . . . Yes ☐ No ☐ (skip to question K.)

2. If yes, identify any or all of the training cost items listed below for which separate and specific costs are recorded in the training records of your establishment. (Check one or more blanks.)

- ☐ No separate costs records are kept.
- ☐ Tuition, books, supplies, etc.
- ☐ Trainee transportation reimbursement.
- ☐ Personnel costs (instructors, support staff, consultants, etc.)
- ☐ Cost of training facility.
- ☐ Overhead costs charged to training.
- ☐ Labor cost of trainees.
- ☐ Other (give brief description) ______________________________

____

K. BENEFITS ACCRUING TO EMPLOYEES WHO COMPLETE TRAINING

Please identify any or all of the following benefits which accrue to an employee who successfully completes training.

- Check blocks in column (1) to identify benefits which accrue to an employee who successfully completes *qualifying training* in programs reported on page 6. (Check one or more blocks.)
- Check blocks in column (2) to identify benefits which accrue to an employee who successfully completes *skill improvement training* in programs reported on page 7. (Check one or more blocks.)

(1) Qualifying Training (See page 6)	(2) Skill Improvement Training (See page 7)	Benefit
☐	☐	Promotion when training is satisfactorily completed or soon thereafter.
☐	☐	Employee returns to his regular job but may receive a higher pay rate.
☐	☐	Completion certificate placed in employee's personnel file.
☐	☐	Other (give brief description) ______________________

____

____

L. EMPLOYEE COMPENSATION FOR TIME SPENT IN TRAINING

1. Does the establishment provide training *outside of* the trainee's regular working hours? . . . . Yes ☐ No ☐ (skip to question L.3.)

2. If yes, do most trainees receive pay for this time spent in training? . . . . Yes ☐ No ☐

3. Does the establishment provide training off the production site *during* the trainee's regular working hours? . . . . Yes ☐ No ☐ (skip to question M.)

4. If yes, do most trainees receive pay for this time spent in training? . . . . Yes ☐ No ☐

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SPECIFIC JOB SKILLS TAUGHT

Column 1: If you reported "QUALIFYING TRAINING" on page 6, please enter in column 1 below the title of the one occupation in which the largest number of people were trained. Then, by means of checkmarks identify any subject-matter in the training program related to that occupation that accounts for at least 10% of the trainees' total instruction time. (If both OJT and OPST programs are reported on page 6 for the occupation being reported and the same number of people were trained in each, complete this section for the OPST program.)

Column 2: If you reported "SKILL IMPROVEMENT TRAINING" on page 7, please enter in column 2 below the title of the one occupation in which the largest number of people were trained. Then, by means of checkmarks, identify any subject-matter in the training program related to that occupation that accounts for at least 10% of the trainees' total instruction time. (If both OJT and OPST programs are reported on page 7 for the occupation being reported and the same number of people were trained in each, complete this section for the OPST program.)

SAMPLE

Write in the title of the occupation for which you are supplying data.	COLUMN 1 QUALIFYING TRAINING		COLUMN 2 SKILL IMPROVEMENT TRAINING	
Enter Occupation →	ELECTRICIAN		LAY-OUT MAN, METAL	
TRAINING CONTENT	On-the-Job (OJT)	Off-Production Site (OPST)	On-the-Job (OJT)	Off-Production Site (OPST)
1. Production and Quality Control				
2. Care and use of Tools and Equipment	✓			
3. Trade Mathematics				✓
4. Blueprint Reading/Drafting				✓
5. Layout and Planning Procedures	✓			

Write in the title of the occupation for which you are supplying data.	COLUMN 1 QUALIFYING TRAINING		COLUMN 2 SKILL IMPROVEMENT TRAINING	
Enter Occupation →				
TRAINING CONTENT	On-the-Job (OJT)	Off-Production Site (OPST)	On-the-Job (OJT)	Off-Production Site (OPST)
1. Production and Quality Control				
2. Care and use of Tools and Equipment				
3. Trade Mathematics				
4. Blueprint Reading/Drafting				
5. Layout and Planning Procedures				
6. Machine Operation				
7. Estimating Labor and Material Requirements				
8. Safety Procedures				
9. Preventive Maintenance, Repair, and Inspection				
10. Work Attitudes and Habits				
11. Leadership Training				
12. Communication Skills				
13. Other Subject Matter (please specify)				

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N. METHOD OF SELECTING EMPLOYEES FOR TRAINING

1. Please identify any or all of the following factors which influence your selection of employees for training.

- Check blocks in column (1) to identify selection factors for *qualifying training* reported on page 6. (Check one or more blocks.)
- Check blocks in column (2) to identify selection factors for *skill improvement training* reported on page 7. (Check one or more blocks.)

	(1) Qualifying Training (See page 6)	(2) Skill Improvement Training (See page 7)	SELECTION FACTORS
(1)	☐	☐	Length of service with our establishment or company.
(2)	☐	☐	Favorable work record with our establishment or company.
(3)	☐	☐	To meet or fulfill affirmative action policies.
(4)	☐	☐	Employee's interest in an occupation.
(5)	☐	☐	Tests (achievement, aptitude, etc.).
(6)	☐	☐	Other (give brief description) ______

2. Which one of the factors which you identified above is most important in the selection process? Enter the number (1 through 6) of the primary factor.

(a) Qualifying Training: . . . . NO. ______

(b) Skill Improvement Training: . . . . NO. ______

3. Does your establishment have a collective bargaining agreement with a labor union which stipulates any of the selection factors you identified in question N.1 above?

Yes ☐ No ☐

O. WHOM SHOULD WE CONTACT if questions arise regarding this report? (Please print or type.)

Name:	Title:
City/State:	Area Code/Phone Number:

Thank you for your cooperation. Please be sure that the form which you return to us is the one with the mailing label affixed to the first page.

If you wish to receive a complimentary copy of the survey report which we plan to publish, please check here. ☐

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Form 9 Participation in Adult Education

1. INTERVIEWER CHECK ITEM

Only CPS-580 for household .... ○
First CPS-580 of continuation h'hld... ○
Second CPS-580 of continuation h'hld ○
Third, fourth, etc. CPS-580 .... ○

(Fill all applicable items on this page)
(Transcribe items 2–3, 6–10 from first CPS-580)

FORM CPS-580

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

Form Approved – O.M.B. No. [illegible]

MAY 1981

2. SAMPLE
A B C D E
○ ○ ○ ○ ○

3. CONTROL NUMBER

MONTH
○ ○ ○ ○ ● ○ ○ ○ ○ ○ ○ ○

YEAR
● ○ ○ ○ ○

10. INTERVIEWER CODE
A B C D E F G H J K L M
○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
● 1 2 3 4 5 6 7 8 9
● 1 2 3 4 5 6 7 8 9

6. PSU NO.	7. SEGMENT NO.	8. SERIAL NO.	9. HOUSEHOLD NO.
● ●	● ● ●	● ●	
1 1 1	1 1 1 1	1 1	1
2 2 2	2 2 2 2	2 2	2
3 3 3	3 3 3 3	3 3	3
4 4 4	4 4 4 4	4 4	4
5 5 5	5 5 5 5	5 5	5
6 6 6	6 6 6 6	6 6	6
7 7 7	7 7 7 7	7 7	7
8 8 8	● 8 8 8	8 8	8
9 9 9	9 9 9	9 9	

9 8 7 6 5 4 3 2 1

● ● 9 8 7 6 5 4 3 2

SURVEY OF

ADULT EDUCATION

Pencils 28.1:1

ED (NCES) 3412

Page 1

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16A. LINE NO.

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16C. AGE

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4 4
5 5
6 6
7 7
8 8
9 9

16E. SEX

Male.......... ○
Female.......... ○

16H. RACE

1. White.......... ○
2. Black.......... ○
3. Amer. Indian, Aleut, Eskimo ○
4. Asian or Pacific Islander..... ○
5. Other.......... ○

TYPE OF INTERVIEW FOR THIS PERSON:

Interview.......... ○
Noninterview ○
Reason:
No one home..... ○
Temp. Absent...
Refused.......... ○
Other.......... ○

1. Are you now attending or enrolled as a full-time student in a school of any type?

Yes ○ *(Ask 2)*
No ○ *(Skip to 5)*

2. Are you in a program leading toward the completion of elementary school or high school?

Yes ○ *(Skip to 5)*
No ○

3. Are you in a college degree program *(such as, an associate's, bachelor's, master's, or doctoral degree program)?*

Yes ○ *(Skip to 5)*
No ○

4. Are you in a vocational or occupational program?

Yes ○
No ○

5. (Excluding full-time attendance in school) during the past 12 months, that is, since May 1, 1983, have you taken part in any organized adult education courses or activities such as . . . ?
(Read or show definition and list of examples on flashcard)

Yes ○ *(Ask 6)*
No ○ *(End questions for this person)*

6. How many of these courses or activities did you participate in, *including any that you did not complete?*

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7. INTERVIEWER CHECK ITEM

○ Entry of 4 or less in item 6 — *Ask items 8–13 for each course*
○ Entry of 5 or more in item 6 — *Ask items 8–13 for the 4 most recent courses taken.*

	Course #1	Course #2	Course #3	Course #4
8. What was the name of this course or activity? *(If more than 1 course taken, obtain names of all or the 4 most recent courses before asking items 9–13 for each course)* ⟶				
9. In what general subject-matter area was this course?				
1. Agriculture and renewable natural resources.....	1. ○	1. ○	1. ○	1 ○
2. Arts, visual and performing.....	2. ○	2. ○	2. ○	2 ○
3. Business.....	3. ○	3. ○	3. ○	3. ○
4. Education.....	4. ○	4. ○	4. ○	4. ○
5. Engineering and engineering technology, computer science and data processing, etc.....	5. ○	5. ○	5. ○	5. ○
6. Health care and health sciences.....	6. ○	6. ○	6. ○	6 ○
7. Health education.....	7. ○	7. ○	7. ○	7. ○
8. Home economics.....	8. ○	8. ○	8. ○	8 ○
9. Personal services occupations.....	9. ○	9. ○	9. ○	9 ○
10. Language, linguistics, and literature, communications.....	10. ○	10. ○	10. ○	10 ○
11. Life sciences and physical sciences, mathematical sciences.....	11. ○	11. ○	11. ○	11 ○
12. Philosophy, religion, and theology, psychology.....	12. ○	12. ○	12. ○	12 ○
13. Physical education and leisure.....	13. ○	13. ○	13. ○	13 ○
14. Social sciences and social studies, law, etc.....	14. ○	14. ○	14 ○	14 ○
15. Interdisciplinary studies.....	15. ○	15. ○	15. ○	15 ○
16. Unable to classify.....	16. ○	16. ○	16. ○	16 ○
10. What was your main reason for taking this course?	.....	.....	.....	.....
1. For personal or social reasons (e.g. community activity, home and family life, personal development, social and recreational interests).....	1. ○	1. ○	1. ○	1. ○
2. To improve, advance, or keep up to date in my current job.....	2. ○	2. ○	2. ○	2 ○
3. To train for an occupation or field I have not worked in previously.....	3. ○	3. ○	3. ○	3 ○
4. To get a new job in my current occupation or in a previous occupation.....	4. ○	4. ○	4. ○	4 ○
5. Other job-related reason.....	5. ○	5. ○	5. ○	5 ○
6. To train for volunteer work.....	6. ○	6. ○	6. ○	6 ○
7. For general education.....	7. ○	7. ○	7. ○	7. ○
8. To prepare for naturalization as an American citizen.....	8. ○	8. ○	8. ○	8 ○
9. Other nonjob-related reason.....	9. ○	9. ○	9. ○	9. ○
11. Did you take this course to meet a requirement for obtaining a certificate, diploma, or degree?	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*	Yes ○ *(Ask 11a)* No ○ *(Skip to 12)*
11a. What type of certificate, diploma, or degree?				
1. 8th grade certificate.....	1. ○	1. ○	1. ○	1 ○
2. High school diploma (including equivalency certificate).....	2. ○	2. ○	2. ○	2 ○
3. Certificate or post high school diploma in a vocational program.....	3. ○	3. ○	3. ○	3 ○
4. 2-year degree from a college or technical institute (associate degree)	4. ○	4. ○	4. ○	4 ○
5. 4-year degree from a college or university (bachelor's degree).....	5. ○	5. ○	5. ○	5
6. Graduate or professional degree (such as, master's, doctorate, medical doctor).....	6. ○	6. ○	6. ○	6
7. Other.....	7. ○	7. ○	7. ○	
12. Did you take this course to meet a requirement for obtaining or renewing a license or certificate in a trade or profession as required by law or regulation?	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes ○ *(Ask 12a)* No ○ *(Skip to 13)*	Yes *(Ask 12a)* No *(Skip to 13)*
12a. Was it to obtain or to renew a certificate or license?	Obtain ○ Renew ○	Obtain ○ Renew ○	Obtain ○ Renew ○	Obtain ○ Renew ○

Page 2

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	COURSE NUMBER 1	COURSE NUMBER 2	COURSE NUMBER 3	COURSE NUMBER 4
13. Who provided the instruction for this course?				
1. Elementary school or high school	1. ○	1. ○	1. ○	1. ○
2. 2-year community or jr. college, or technical institute	2. ○	2. ○	2. ○	2. ○
3. 4-year college or university	3. ○	3. ○	3. ○	3. ○
4. Vocational, trade, business, hospital, or flight school	4. ○	4. ○	4. ○	4. ○
5. Other school	5. ○	5. ○	5. ○	5. ○
6. Tutor or private instructor	6. ○	6. ○	6. ○	6. ○
7. Business or industry	7. ○	7. ○	7. ○	7. ○
8. Labor organization or professional association	8. ○	8. ○	8. ○	8. ○
9. Federal, State, county or local government agency (e.g. military reserve unit, agricultural extension, recreation department)	9. ○	9. ○	9. ○	9. ○
10. Private community organization (e.g. church, synagogue, YMCA, Red Cross, neighborhood association)	10. ○	10. ○	10. ○	10. ○
11. Other (Specify)	11. ○ ________	11. ○ ________	11. ○ ________	11. ○ ________
12. Don't know	12. ○	12. ○	12. ○	12. ○
14. Was the instruction for this course provided by your employer for employees in your organization?	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○
15. Who paid for this course? (Mark all that apply)				
1. Self or family	1. ○	1. ○	1. ○	1. ○
2. Government (Federal, State, county, local government, excluding public schools)	2. ○	2. ○	2. ○	2. ○
3. Business or industry	3. ○	3. ○	3. ○	3. ○
4. Private organization (e.g. church, labor organization, professional association, YMCA, or Red Cross)	4. ○	4. ○	4. ○	4. ○
5. Other (Specify)	5. ○ ________	5. ○ ________	5. ○ ________	5. ○ ________
6. Don't know	6. ○	6. ○	6. ○	6. ○
16. INTERVIEWER CHECK ITEM				
1. "Self or family" is the only source of payment marked in 15.	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*	1. ○ *(Skip to 19)*
2. All other cases.	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*	2. ○ *(Ask 17)*
17. Was your employer one of the sources of payment mentioned?	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○	Yes ○ No ○
18. INTERVIEWER CHECK ITEM				
1. "Self or family" is one of the sources of payment marked in 15	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*	1. ○ *(Ask 19)*
2. All other cases.	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*	2. ○ *(End questions for this person or go on to next course if applicable)*
19. How much did you and your family pay for tuition and required fees?	$ ☐ ● ● ● ● 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 *(Go on to next course or person as applicable)*	$ ☐ ● ● ● ● 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 *(Go on to next course or person as applicable)*	$ ☐ ● ● ● ● 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 *(Go on to next course or person as applicable)*	$ ☐ ● ● ● ● 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 *(Go on to next course or person as applicable)*

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Form 10 Personnel Program Inventory

[redacted]

PERSONNEL PROGRAM INVENTORY

International Personnel Management Association
1850 K Street, N.W., Suite 870, Washington, D.C. 20006

INSTRUCTIONS

Simply fill in the appropriate symbol(s) if a personnel function is practiced in your agency. Three symbols appear next to most of the questions in this inventory to determine whether the function applies to line employees (○), police and fire employees (☆) and/or managerial employees(☐).

Symbol Key
○ Line Employees
☆ Police/Fire Employees
☐ Managerial Employees

I. AGENCY IDENTIFICATION

1. Is your agency a

☐ 1. municipality
☐ 2. county/parish
☐ 3. combined city/county
☐ 4. state/province personnel department
☐ 5. department or agency of state/province
☐ 6. school district
☐ 7. special district
☐ 8. federal agency

2. Number of departments covered by/under your personnel system

☐ 9. 1 - 10
☐ 10. 11 - 25
☐ 11. 26 - 40
☐ 12. 41 or more

3. Number of employees your agency's program covers

☐ 13. 1 - 250
☐ 14. 251 - 500
☐ 15. 501 - 1000
☐ 16. 1001 - 2,500
☐ 17. 2,501 - 5,000
☐ 18. 5,001 - 10,000
☐ 19. 10,001 - 25,000
☐ 20. 25,001 - 50,000
☐ 21. 50,001 - 100,000
☐ 22. 100,001 - or more

II. ORGANIZATION

1. Does your agency

☐ 23. have a merit system by charter/constitution
☐ 24. have a merit system by statute/ordinance
☐ 25. provide services to other jurisdictions
☐ 26. have a personnel policies and procedures manual
☐ 27. have own legal counsel
☐ 28. limit number of provisionals by law or rule
☐ 29. have an employee records confidentiality policy

2. Does your agency have a civil service commission or board of

☐ 30. one member
☐ 31. two members
☐ 32. three members
☐ 33. four members
☐ 34. five members
☐ 35. six members
☐ 36. seven members
☐ 37. eight or more
☐ 38. elected commissioners
☐ 39. paid commissioners

3. Does your civil service commission

☐ 40. act as an advisory board
☐ 41. make policy
☐ 42. hear appeals
☐ 43. perform routine personnel operations
☐ 44. have power of reinstatement
☐ 45. have power to modify disciplinary action of appointing authority
☐ 46. approve classification plans
☐ 47. approve pay plans

4. Is your chief personnel officer

☐ 48. elected
☐ 49. chosen by competitive exam
☐ 50. exempt (non-civil service status)

5. Is your chief personnel officer appointed by:

☐ 51. civil service commission
☐ 52. an appointed official
☐ 53. an elected official
☐ 54. elected body
☐ 55. citizens (voters)

6. Are the following areas computerized

☐ 56. employee records
☐ 57. payroll
☐ 58. eligible lists
☐ 59. EEO information
☐ 60. tracking of adverse impact
☐ 61. projecting costs of contract demands
☐ 62. retirement records
☐ 63. position control
☐ 64. organizational and human resource planning

III. PAY AND CLASSIFICATION

1. Does your agency offer

○ ☆ ☐ 65. shift differential
○ ☆ ☐ 66. compensatory time for overtime
○ ☆ ☐ 67. on call pay
○ ☆ ☐ 68. separation pay
○ ☆ ☐ 69. longevity pay
○ ☆ ☐ 70. hazardous duty pay

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Symbol Key
○ Line Employees
☆ Police/Fire Employees
☐ Managerial Employees

○ ☆ ☐ 71. geographical differential
○ ☆ ☐ 72. hiring above minimum
○ ☆ ☐ 73. pay above maximum
○ ☆ ☐ 74. temporary assignment differential
○ ☆ ☐ 75. bonuses/cash award for superior performance
○ ☆ ☐ 76. cost of living (COL) raises
○ ☆ ☐ 77. COL raises adjusted to a standard index
○ ☆ ☐ 78. a career executive service
○ ☆ ☐ 79. acting supervisory pay
○ ☆ ☐ 80. supervisory differential pay
○ ☆ ☐ 81. pay bonuses for operating word processors/mini-computers
○ ☆ ☐ 82. pay grades within classes to reflect differing levels of work or supervisory responsibility
○ ☆ ☐ 83. performance incentive pay in the form of a one time bonus
○ ☆ ☐ 84. performance incentive pay in the form of flexible salary step advancements
○ ☆ ☐ 85. bridge classes to promote upward mobility for non-professional employees
○ ☆ ☐ 86. class consolidation programs to broaden employee assignment options

2. Does your agency regularly carry out compensation comparisons for similar job responsibilities

○ ☆ ☐ 87. in other jurisdictions of your metropolitan area or state
○ ☆ ☐ 88. in other comparably sized jurisdictions elsewhere in the country
○ ☆ ☐ 89. in the private sector

3. If so, do these compensation comparisons cover

○ ☆ ☐ 90. wages and salary only
○ ☆ ☐ 91. wages and salary plus all benefits
○ ☆ ☐ 92. wages and salary plus selected benefits
○ ☆ ☐ 93. other conditions of work (e.g., work hours)

4. Are your merit increases based on

○ ☆ ☐ 94. mostly length of service, some performance
○ ☆ ☐ 95. mostly performance, some length of service
○ ☆ ☐ 96. length of service only
○ ☆ ☐ 97. performance only

5. Is your agency's pay period

○ ☆ ☐ 98. weekly
○ ☆ ☐ 99. bi-weekly
○ ☆ ☐ 100. semi-monthly
○ ☆ ☐ 101. monthly

6. Do you do job evaluation by

○ ☆ ☐ 102. whole job comparison
○ ☆ ☐ 103. point rating
○ ☆ ☐ 104. factor comparison
○ ☆ ☐ 105. factor ranking

7. Do you do job analysis by

○ ☆ ☐ 106. a position analysis questionnaire
○ ☆ ☐ 107. task analysis
○ ☆ ☐ 108. job element

IV. BENEFITS

1. Does your agency offer

○ ☆ ☐ 109. wellness programs
○ ☆ ☐ 110. pay for unused sick leave
○ ☆ ☐ 111. other sick leave incentive plans
○ ☆ ☐ 112. paid maternity leave
○ ☆ ☐ 113. unpaid maternity leave
○ ☆ ☐ 114. paternity benefits
○ ☆ ☐ 115. conversion of leave to vacation
○ ☆ ☐ 116. administrative leave
○ ☆ ☐ 117. educational leave
○ ☆ ☐ 118. paid travel expenses for educational leave
○ ☆ ☐ 119. tuition reimbursement
○ ☆ ☐ 120. sabbaticals
○ ☆ ☐ 121. paid lunch breaks
○ ☆ ☐ 122. a uniform allowance
○ ☆ ☐ 123. an equipment allowance
○ ☆ ☐ 124. a travel allowance
○ ☆ ☐ 125. housing allowance
○ ☆ ☐ 126. relocation expenses
○ ☆ ☐ 127. pre-paid legal services
○ ☆ ☐ 128. pre-paid dental plan
○ ☆ ☐ 129. a credit union
○ ☆ ☐ 130. deferred compensation
○ ☆ ☐ 131. differential between jury pay and regular pay
○ ☆ ☐ 132. periodic medical exams
○ ☆ ☐ 133. an employee health clinic
○ ☆ ☐ 134. membership in a health maintenance organization
○ ☆ ☐ 135. group accident insurance
○ ☆ ☐ 136. group life insurance
○ ☆ ☐ 137. non-monetary service awards
○ ☆ ☐ 138. "cafeteria-type" selection of fringe benefits
☐ 139. fringe benefits for managers different from those for other employees

2. Does your agency

○ ☆ ☐ 140. analyze the costs of benefits
○ ☆ ☐ 141. issue personalized benefits statements to each employee
○ ☆ ☐ 142. issue group benefits statements
○ ☆ ☐ 143. include the cost of benefits when computing total compensation for a position

V. RECRUITMENT AND SELECTION

1. Does your agency

○ ☆ ☐ 144. do human resources planning
○ ☆ ☐ 145. maintain a skills inventory
○ ☆ ☐ 146. participate in inter-jurisdictional recruitment
○ ☆ ☐ 147. have centralized applicant referral

2. Does your agency use any of the following recruiting media

○ ☆ ☐ 148. minority/female interest, professional, and referral organizations
○ ☆ ☐ 149. unions, professional organizations, trade associations
○ ☆ ☐ 150. direct community approaches through recruitment vans/other methods
○ ☆ ☐ 151. minority/female university intern programs
○ ☆ ☐ 152. mailing lists
○ ☆ ☐ 153. display ads
○ ☆ ☐ 154. press ads
○ ☆ ☐ 155. school recruitment

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○ ☆ ☐ 156. state or private employment agencies
○ ☆ ☐ 157. job fairs

3. Does your agency have an affirmative action plan for

○ ☆ ☐ 158. racial or ethnic minorities
○ ☆ ☐ 159. women
○ ☆ ☐ 160. ex-offenders
○ ☆ ☐ 161. handicapped applicants
○ ☆ ☐ 162. workers older than 40

4. Has your agency

○ ☆ ☐ 163. had hiring quotas imposed by a court
○ ☆ ☐ 164. been subject to EEO charges

5. Which of the following written tests does your agency administer

○ ☆ ☐ 165. job knowledge
○ ☆ ☐ 166. intelligence
○ ☆ ☐ 167. personality
○ ☆ ☐ 168. aptitude
○ ☆ ☐ 169. weighted application blank
○ ☆ ☐ 170. in-basket
○ ☆ ☐ 171. performance skill

6. Does your agency administer

○ ☆ ☐ 172. performance skill tests
○ ☆ ☐ 173. job related physical agility tests
○ ☆ ☐ 174. medical exams
○ ☆ ☐ 175. visual standards
○ ☆ ☐ 176. open, continuous exams
○ ☆ ☐ 177. bi-lingual tests

7. Are your oral interviews

○ ☆ ☐ 178. structured
○ ☆ ☐ 179. semi-structured
○ ☆ ☐ 180. group
○ ☆ ☐ 181. audio-recorded
○ ☆ ☐ 182. video-recorded

8. Are your interviewers

○ ☆ ☐ 183. employees
○ ☆ ☐ 184. unpaid citizens
○ ☆ ☐ 185. paid citizens
○ ☆ ☐ 186. employed interview specialists

9. Does your agency selection involve

○ ☆ ☐ 187. training and experience rating
○ ☆ ☐ 188. reference check
○ ☆ ☐ 189. background investigation
○ ☆ ☐ 190. polygraph
○ ☆ ☐ 191. accommodation for handicapped
○ ☆ ☐ 192. residence requirement
○ ☆ ☐ 193. residence requirement to apply
○ ☆ ☐ 194. citizenship requirement
○ ☆ ☐ 195. interjurisdictional testing
○ ☆ ☐ 196. assessment centers
○ ☆ ☐ 197. self-rating
○ ☆ ☐ 198. psychiatric screening
○ ☆ ☐ 199. fingerprinting
○ ☆ ☐ 200. height-weight requirements
○ ☆ ☐ 201. standard scores
○ ☆ ☐ 202. "lottery" selection

10. Does your agency selection involve Veterans preference which

○ ☆ ☐ 203. is absolute
○ ☆ ☐ 204. has points added
○ ☆ ☐ 205. is one use only
○ ☆ ☐ 206. is for recently released vets
○ ☆ ☐ 207. is used for promotion
○ ☆ ☐ 208. applies to vets' relatives
○ ☆ ☐ 209. applies to retired vets

11. Does your agency certify

○ ☆ ☐ 210. by rule of "n" (top "n" eligibles are certified)
○ ☆ ☐ 211. by rule of "n" ranks (all having top "n" whole number scores are certified)
○ ☆ ☐ 212. by bands (e.g. scores of 70-80, etc.)
○ ☆ ☐ 213. by rule of whole list

12. Does your agency certify selectively

○ ☆ ☐ 214. for special skills
○ ☆ ☐ 215. for EEO compliance
○ ☆ ☐ 216. according to test reliability/validity

VI. PERFORMANCE

1. For performance appraisal, does your agency have or use

○ ☆ ☐ 217. behaviorally-anchored rating scales
○ ☆ ☐ 218. graphic rating scales
○ ☆ ☐ 219. forced choice forms
○ ☆ ☐ 220. behavior based checklists
○ ☆ ☐ 221. critical incident technique
○ ☆ ☐ 222. paired comparison
○ ☆ ☐ 223. interviews
○ ☆ ☐ 224. special management appraisal
○ ☆ ☐ 225. appraisal by objectives
○ ☆ ☐ 226. subordinate appraisal
○ ☆ ☐ 227. self appraisal
○ ☆ ☐ 228. appeals from appraisal

2. Does your agency have or use

○ ☆ ☐ 229. promotional potential rating
○ ☆ ☐ 230. probationary period after promotion
○ ☆ ☐ 231. career ladders for promotional opportunity

VII. TRAINING

1. Does your agency have

○ ☆ ☐ 232. management internships
○ ☆ ☐ 233. apprenticeships
○ ☆ ☐ 234. an orientation program
○ ☆ ☐ 235. a cooperative program with schools/colleges
○ ☆ ☐ 236. interjurisdictional programs
○ ☆ ☐ 237. an employee handbook
○ ☆ ☐ 238. job rotation for training
○ ☆ ☐ 239. formal evaluation of training

2. Does your agency have special training for

○ ☆ ☐ 240. executive/management development
○ ☆ ☐ 241. supervisory development
○ ☆ ☐ 242. upward mobility skills development
○ ☆ ☐ 243. career counseling
○ ☆ ☐ 244. affirmative action/EEO
○ ☆ ☐ 245. safety
○ ☆ ☐ 246. employee relations
○ ☆ ☐ 247. public relations

VIII. WORKTERMS

1. Does your agency

○ ☆ ☐ 248. have flexible work hours
○ ☆ ☐ 249. have a four-day week
○ ☆ ☐ 250. allow dual employment
○ ☆ ☐ 251. limit employee political activity
○ ☆ ☐ 252. regulate hiring of relatives
○ ☆ ☐ 253. garnishee employee checks
○ ☆ ☐ 254. provide for a car-pool system
○ ☆ ☐ 255. maintain a formal disciplinary procedure
○ ☆ ☐ 256. allow for appeal from discipline
○ ☆ ☐ 257. allow for appeal from discharge
○ ☆ ☐ 258. have a formal safety program
○ ☆ ☐ 259. require periodic physical agility exams

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IX. EMPLOYEE RELATIONS

1. Does your agency

○ ☆ ☐ 260. maintain a formal employee grievance procedure
○ ☆ ☐ 261. conduct employee attitude surveys
○ ☆ ☐ 262. have a suggestion system
○ ☆ ☐ 263. have a participative management program
○ ☆ ☐ 264. have an employee counselling program
○ ☆ ☐ 265. administer alcoholism assistance
○ ☆ ☐ 266. administer drug abuse assistance
○ ☆ ☐ 267. have a physical fitness program
○ ☆ ☐ 268. have an employee ombudsman
○ ☆ ☐ 269. have employees who are unionized
○ ☆ ☐ 270. use team management
○ ☆ ☐ 271. use work groups
○ ☆ ☐ 272. have an absence/sick leave control program

2. If your employees are organized, does your agency

○ ☆ ☐ 273. have employees affiliated with national organizations
○ ☆ ☐ 274. have collective bargaining
○ ☆ ☐ 275. use binding arbitation
○ ☆ ☐ 276. use non-binding arbitation
○ ☆ ☐ 277. have an agency shop
○ ☆ ☐ 278. have a union shop
○ ☆ ☐ 279. check off dues
○ ☆ ☐ 280. bargain for productivity
○ ☆ ☐ 281. bargain regarding Civil Service Rules
○ ☆ ☐ 282. bargain regarding other Civil Service issues such as exam requirements, classes, etc.
○ ☆ ☐ 283. recognize strikes as legal
○ ☆ ☐ 284. have experience with work stoppages or slowdowns
○ ☆ ☐ 285. engage in multi-employer bargaining
○ ☆ ☐ 286. use inter-jurisdictional labor relations training
○ ☆ ☐ 287. have escalator clauses

X. SEPARATION

1. Does your agency

○ ☆ ☐ 288. lay off strictly by seniority
○ ☆ ☐ 289. lay off by seniority and merit
○ ☆ ☐ 290. use shared-work to avoid lay-off
○ ☆ ☐ 291. reduce hours to avoid lay-off
○ ☆ ☐ 292. grant placement priority to laid off employees
○ ☆ ☐ 293. use or maintain contact with retired employees
○ ☆ ☐ 294. do turnover analysis
○ ☆ ☐ 295. use exit questionnaires
○ ☆ ☐ 296. conduct exit interviews
○ ☆ ☐ 297. require mandatory retirement
○ ☆ ☐ 298. have a flexible retirement age
○ ☆ ☐ 299. provide preretirement counseling
○ ☆ ☐ 300. participate in social security
○ ☆ ☐ 301. coordinate social security with retirement benefits
○ ☆ ☐ 302. have a self-insured retirement program

XI. PROGRAM EVALUATION

1. Does your agency

○ ☆ ☐ 303. do cost-benefit analyses
○ ☆ ☐ 304. do flow of work studies
○ ☆ ☐ 305. make an annual report

XII. CHANGES IN PERSONNEL SYSTEM

1. Since January, 1982 has your agency

○ ☆ ☐ 306. modified its policy on mandatory retirement
○ ☆ ☐ 307. been successful in maintaining that age constitutes a bona fide occupational qualification
○ ☆ ☐ 308. developed procedures to recruit or provide equal employment opportunity to individuals with disabilities
○ ☆ ☐ 309. made testing modifications or alternatives available to handicapped persons who apply for employment
✓○ ☆ ☐ 310. developed model civil service rules or regulations
○ ☆ ☐ 311. modified your personnel appraisal system to reflect performance based wage increases
○ ☆ ☐ 312. undertaken a review of its merit system and made extensive revisions
○ ☆ ☐ 313. centralized personnel operations
○ ☆ ☐ 314. decentralized personnel operations
○ ☆ ☐ 315. liberalized political activity restrictions
○ ☆ ☐ 316. extensively reorganized the personnel function
○ ☆ ☐ 317. instituted a job specific performance evaluation system
○ ☆ ☐ 318. formally prohibited sexual harassment
○ ☆ ☐ 319. formally protected whistleblowers
○ ☆ ☐ 320. revised the role of the civil service commission

2. Since January 1982, has your agency established programs for

○ ☆ ☐ 321. use of volunteers
○ ☆ ☐ 322. accepting volunteer experience for meeting exam requirements
○ ☆ ☐ 323. selection or other personnel research programs

3. Since January 1982, has your agency changed residence requirements by

○ ☆ ☐ 324. restricting employees to live in jurisdiction
○ ☆ ☐ 325. allowing employees to live in a wider area
○ ☆ ☐ 326. discontinuing residence requirements

XIII. PERSONNEL TRANSACTIONS

1. How long does it take to fill a position from the time a department/appointing authority puts in a requisiton until employee is in training/on the job.

○ ☆ ☐ 327. 1 day - 28 days
○ ☆ ☐ 328. 29 days - 45 days
○ ☆ ☐ 329. 46 days - 60 days
○ ☆ ☐ 330. 61 days - 90 days
○ ☆ ☐ 331. over 90 days

If there are questions about your response to this survey, whom should we contact?

name (please print)

title

signature

area code telephone number

agency name / IPMA agency membership number

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QUESTIONNAIRE

______________________	______________________
NAME	AGENCY
______________________	______________________
ADDRESS	PHONE
______________________	
CITY/STATE	

1. How many law enforcement training academies exist in your state?

   ____

2. For future contacts please supply academy, director, address, and phone number.

3. Prioritize methods of instruction currently used

   Example: __1__ lecture
   __3__ small group discussion
   __2__ computer assisted instruction

   (1 = highest 16 = lowest)

   A. _____ lecture
   B. _____ small group discussion
   C. _____ computer assisted instruction
   D. _____ video tape
   E. _____ audio tapes
   F. _____ slides without audio
   G. _____ slides with audio
   H. _____ resource person (experts in field)
   I. _____ simulation/gaming
   J. _____ demonstrations
   K. _____ class presentation
   L. _____ interactive video
   M. _____ filmstrips without audio
   N. _____ filmstrips with audio
   O. _____ programmed text (self paced workbook)
   P. _____ other: please specify

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4. How many police officers are trained annually in your state?

____

5. Do you have a media specialist and/or media group to assist in production and or acquisition of media resource for training?

____

6. If yes, please specify name and address of this person or group

____

____

____

7. What outside agencies provide media resources for your training

_______ University or College media library

_______ Police agency personnel in your area

_______ State Library

_______ Commercial production house

_______ National agency

8. What percentage of your operating budget is allocated to procurement of media resources to support training of police personnel?

____

9. If a catalog of your media resources exist please forward.

Please return to:

Dr. B. Hale
Assistant Professor
Department of Criminal Justice
University of Baltimore
1420 N. Charles Street
Baltimore, MD 21201

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• **American Association for Adult and Continuing Education** •

TO : Private Sector Providers of Basic Skills
Support Programs in the Workplace

FROM : Business and Industry Unit, American Association
of Adult and Continuing Education jlm

AAACE's Business and Industry Unit is polling companies throughout the United States to determine the extent and nature of basic skills training now being provided by employers to their present workforce. Current data on these practices need to be updated.

The information gathered will be used to plan the kinds of support the AAACE Business and Industry Unit should be providing to companies and community programs engaged in basic skills education for the employed. This can help bring education and business closer as they work to improve basic skills training for all Americans.

The business groups and companies that have agreed to participate in the poll include:

- American Institute of Banking
- American Society of Training & Development
- CBS
- Center for Corporate Public Involvement of the American Council of Life Insurance and the Health Insurance Association.
- Edison Electric Institute
- Kentucky Educational Television
- National Alliance of Business
- Polaroid Corporation
- Scott, Foresman & Company

The basic competencies referred to in this survey include reading, writing, mathematics, oral communications, problem solving, and such "workplace skills" as punctuality, attitudes, speech and dress.

This survey is limited to the exploration of basic skills training efforts and does not address the many other forms of training and development activities sponsored in the private sector. Moreover, these questions are intended to refer to company activities with already employed workers, not pre-job training programs.

Individual company's responses will of course be considered confidential and no corporation or individual name will be used in association with the data without express permission.

We will send you an advance copy of the profile of these data which ultimately will be published.

Please fill out the Survey and return to AAACE Business and Industry Unit, c/o Rosalyn Stoker, Polaroid Corporation, 750 Main Street, Cambridge, Massachusetts 02139.

• **1201 SIXTEENTH STREET, N.W., SUITE 301 • WASHINGTON, D.C. 20036 (202) 822-7866** •

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AAACE BUSINESS AND INDUSTRY FORUM
SURVEY OF BASIC SKILLS SUPPORT PROGRAMS IN THE WORKPLACE

I. Organizational Background

1) Name of Corporation or Organization: ______________________ Telephone ____________

2) Location: ____

____

3) Company respondent: ____
(name)/(title)

4) Person responsible for basic skills: ____
(name)/(title)

5) Type of Industry:

agriculture, forestry, fishing ________
transport., communic., utilities ______
finance, insurance, real estate ______

construction __________
manufacturing __________
mining __________
public admin. __________

retail trade __________
services __________
wholesale trade __________
nonclassifiable ________

(Office of Management & Budget, Standard Industrial Code Manual)

6) Please briefly describe the scope of your training program, type of services, kind of instruction (program, includes video, individualized), size, location in company, and anything else you think is pertinent.

____
____
____
____
____
____
____
____
____
____
____
____
____
____

7) Please specify what portion of the company you are reporting for (e.g. entire organization, division) ____

II. General Training Issues

1) Approximately how many employees work for your company during a typical year? ______

Approximately how many employees are in all company-sponsored training during a typical year? ________

Approximately how many employees are in basic skills education during a typical year? ________

2) Of employees in basic skills programs, indicate the number who: *(check all that apply)*

__________ are new employees
__________ are being trained for career advancement/job-growth
__________ are retraining for different jobs
__________ are retraining for new technology
__________ other (specify)

3) Approximately how many full-time trainers or full-time equivalents are supporting hourly training? __________

Approximately how many trainers or trainer equivalents are directly involved in basic skills instruction? __________

4) Approximately how many hours of trainer-supervised off-line training does the average employee receive yearly? __________

Approximately how many hours does the typical employee enrolled in basic skills training spend on the program per year?

__________hrs. company time__________hrs. own time (including homework assignments)

5) Do your entry-level employees have access to training programs for more sophisticated jobs within your company? Yes ___ No ___ Not applicable ___

6) Do you find your present employees unqualified for training opportunities because of basic skills deficiencies? Yes ___ No ___ A few ___ Many ___

7) When planning training or retraining, do you ever need to include threshold training in basic skills to bring some employees up to speed for the training program?
Yes ____ No ____

(Threshold training is training that takes place before a formal training program to bring student to the minimal competence level needed for the formal course.)

If yes, describe the types of problems you typically need to address:

____

____

____

8) What is it that motivates your employees to seek or get basic skills training?

self motivation _____
supervisor suggestion _____
company mandated _____

peer suggestion _____
other _____
_____

III. Basic Skills Program Responses

1) What are the minimal basic skills criteria workers must meet to hold an entry-level job in your company? *(complete all that apply)*

Skill Area	*Competency Level*	*How Do You Measure*
example: mathematics	reading numbers	test on job observation
example: reading	reading safety signs, tech. man.	no test, compt. observ.
mathematics		
reading		
writing		
oral communications		
problem solving		
"workplace skills"		
other (specify)		

2) How do you provide basic skills training to your employees?

________ *Program is provided in-house*

___ on shift
___ off shift or shared basis
___ corporation pays
___ employees referred but volunteer
___ employees must attend
Trainers are___full-time___part-time
___consultants___other

________ *Program is provided in the community*

___ on shift
___ off shift or shared basis
___ corporation pays
___ employees referred but volunteer
___ employees must attend
___ by school___by college
___ by private trainer___other

4) If the following information is available, please respond:

What is the approximate annual cost of all direct training in your program? ________

What is the approximate annual cost of direct instruction in basic skills in your program? ________

(total direct and indirect cost excluding salaries and wages of those being trained)

Does your company have a specific budget for training? Yes___ No ___

If not, how is training paid for? ______________________________

____

PLEASE FILL OUT THE SURVEY AND RETURN TO AAACE BUSINESS AND INDUSTRY UNIT, C/O ROSALYN STOKER, POLAROID CORPORATION, 750 MAIN STREET, CAMBRIDGE, MASSACHUSETTS 02139.

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Form 13 Study of Training in Industry
Job #1005
13/Page 1

TRAINING STUDY

> This study is concerned with your organization's approach to, and opinion of training and training programs. By your organization we mean that which best describe your company's overall policy. Please ignore the numbers next to the answer categories. They are used to help us with data processing only.

5-1

TRAINING

1. Which statement would best describe yobr organization's approach to training in general? (Please check one category only)

Highly Formal:	All training programs are structured and administered by professional trainers.	( )6-1
Somewhat Formal:	Some training programs are structured and are often administered by professional trainers.	( ) -2
Somewhat Informal:	Very few programs are structured and are most often administered by non-professionals.	( ) -3
Highly Casual:	No structured training programs are employed. Training is done essentially "off the cuff."	( ) -4
Other (Please Specify):	______________________________ ______________________________	

2. How often are structured training programs utilized in your organization for each of the following:

	ALWAYS	FREQ-UENTLY	OCCAS-SIONALLY	INFREQ-UENTLY	NEVER	NOT APPLICABLE
Newly Hired Non-Mgmt. Employees	( ) 7-1	( )-2	( )-3	( )-4	( )-5	( )-6
Newly Hired Managers	( ) 8-1	( )-2	( )-3	( )-4	( )-5	( )-6
Employees Changing Jobs	( ) 9-1	( )-2	( )-3	( )-4	( )-5	( )-6
Promoting Employees	( )10-1	( )-2	( )-3	( )-4	( )-5	( )-6
Improving Job Performance	( )11-1	( )-2	( )-3	( )-4	( )-5	( )-6
Mgmt. Development/Career Pathing	( )12-1	( )-2	( )-3	( )-4	( )-5	( )-6
Improving Communication/ Interpersonal Relations	( )13-1	( )-2	( )-3	( )-4	( )-5	( )-6
Improving Safety Performance	( )14-1	( )-2	( )-3	( )-4	( )-5	( )-6
Improving Attendance	( )15-1	( )-2	( )-3	( )-4	( )-5	( )-6
Operating New Equipment	( )16-1	( )-2	( )-3	( )-4	( )-5	( )-6
Health Related	( )17-1	( )-2	( )-3	( )-4	( )-5	( )-6
Training Contracted Distributors	( )18-1	( )-2	( )-3	( )-4	( )-5	( )-6

OTHER (Please Specify): ____

____

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3. How often are structured training programs used for teaching/improving the following aspects of job performance:

	ALWAYS	FREQ-UENTLY	OCCAS-SIONALLY	INFREQ-UENTLY	NEVER	NOT APPLICABLE
On-line Performance	( )20-1	( )-2	( )-3	( )-4	( )-5	( )-6
Clerical Ability	( )21-1	( )-2	( )-3	( )-4	( )-5	( )-6
Sales Ability	( )22-1	( )-2	( )-3	( )-4	( )-5	( )-6
Management Decision-Making/ Problem Solving	( )23-1	( )-2	( )-3	( )-4	( )-5	( )-6
Management Leadership Ability	( )24-1	( )-2	( )-3	( )-4	( )-5	( )-6
Contracted Distributors	( )25-1	( )-2	( )-3	( )-4	( )-5	( )-6
Job Efficiency	( )26-1	( )-2	( )-3	( )-4	( )-5	( )-6

OTHER (Please Specify): ____________________

____________________ 27-

4. When training is done in your organization, who is responsible for conducting it? (You may check all that apply.)

	CONDUCTS YOUR TRAINING	DOES NOT CONDUCT YOUR TRAINING
A separate department within your organization	( )28-1	( )-2
It is done "on the job" by supervisors and/or co-workers	( )29-1	( )-2
Service organizations	( )30-1	( )-2
Government (CETA OR OTHER)	( )31-1	( )-2
Outside Consultants	( )32-1	( )-2
OTHER (Please Specify): ____________	( )33-1	( )-2

____

5. What types of training are conducted by those (in Q.4) responsible for conducting your training?

	TYPE OF TRAINING CONDUCTED				
	BY SEPARATE DEPARTMENT	"ON THE JOB" BY (SUPERVISOR, CO-WORKER)	BY OUTSIDE CONSULTANTS	BY SERVICE ORGAN-IZATIONS	BY GOVERNMENT
Newly Hired Employees	( )34-1	( )-2	( )-3	( )-4	( )-5
Promoting Employees	( )35-1	( )-2	( )-3	( )-4	( )-5
Mgmt. Development/Career Pathing	( )36-1	( )-2	( )-3	( )-4	( )-5
Improving Communications/ Interpersonal Relations	( )37-1	( )-2	( )-3	( )-4	( )-5
Improving Safety Performance	( )38-1	( )-2	( )-3	( )-4	( )-5
Improving Attendance	( )39-1	( )-2	( )-3	( )-4	( )-5
Operating New Equipment	( )40-1	( )-2	( )-3	( )-4	( )-5
Health Related	( )41-1	( )-2	( )-3	( )-4	( )-5
On-Line Performance	( )42-1	( )-2	( )-3	( )-4	( )-5
Clerical Ability	( )43-1	( )-2	( )-3	( )-4	( )-5
Sales Ability	( )44-1	( )-2	( )-3	( )-4	( )-5
Mgmt. Decision-Making/	( )45-1	( )-2	( )-3	( )-4	( )-5
Mgmt. Leadership Ability	( )46-1	( )-2	( )-3	( )-4	( )-5
Job Efficiency	( )47-1	( )-2	( )-3	( )-4	( )-5

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ABLE
-6
-6
-6
-6
-6
-6
-6
27-

6. Is training in your organization:	Centralized	( )48-1
	De-centralized	( ) -2

7. How are your training needs determined?
(YOU MAY CHECK ALL THAT APPLY)

	YES	NO
Productivity Measures	( )49-1	( )-2
Performance Appraisal	( )50-1	( )-2
Subjective Evaluation	( )51-1	( )-2
Other (Please Specify)		

______________________________ 52-

8a. Have you been able to determine your need for training accurately?	YES	( )53-1
	NO	( ) -2

8b. PLEASE EXPLAIN YOUR ANSWER TO Q.8a. ______________________________ 54-

____

9a. Which of the following techniques are used in your organization for training?
b. And how effective have you found these techniques to be?

	Q.9a USED		Q.9b HOW EFFECTIVE		
	YES	NO	IN EFFECTIVE	EFFECTIVE	VERY EFFECTIVE
A. Video Based Training Techniques	( )55-1	( )-2	( )64-1	( )73-1	( )10-1
B. Other Audio-Visual Techniques	( )56-1	( )-2	( )65-1	( )74-1	( )11-1
C. Role-Playing Techniques	( )57-1	( )-2	( )66-1	( )75-1	( )12-1
D. Other Modelling Techniques	( )58-1	( )-2	( )67-1	( )76-1	( )13-1
E. Group Discussion	( )59-1	( )-2	( )68-1	( )77-1	( )14-1
F. Sensitivity Sessions/T-Groups	( )60-1	( )-2	( )69-1	( ) 6-1	( )15-1
G. Incentive Programs	( )61-1	( )-2	( )70-1	( ) 7-1	( )16-1
H. Reward/Punishment Techniques	( )62-1	( )-2	( )71-1	( ) 8-1	( )17-1
I. Training Workshops	( )63-1	( )-2	( )72-1	( ) 9-1	( )18-1

5-2

J. Other (Please Specify) ______________________________ 19-

____

9c. And with which employee level(s) are the techniques in question 9a used?
(PLEASE CIRCLE THE LETTER(S) THAT REFERS TO THE TECHNIQUES YOU USE)

NON-MGMT:	A	B	C	D	E	F	G	H	I	J
1ST LEVEL MGMT:	A	B	C	D	E	F	G	H	I	J
MID-UPPER MGMT:	A	B	C	D	E	F	G	H	I	J

10. How is the adequacy of a particular technique evaluated? (You may check all that apply)

	USED FOR EVALUATING YES	NO
Cost-Outcome Analysis	( )20-1	( )-2
Productivity Measures	( )21-1	( )-2
Other Objective Measures	( )22-1	( )-2
Subjective Measures	( )23-1	( )-2
No Evaluation Is Made	( ) -3	
Other (Please Specify)		

____

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11. What problems has your organization encountered with training?

	HAS BEEN A PROBLEM WITH TRAINING	
	YES	NO
Ineffective	( )24-1	( )-2
Too Time Consuming	( )25-1	( )-2
Does Not Meet Our Needs	( )26-1	( )-2
Too Costly	( )27-1	( )-2
Trainees Unreceptive	( )28-1	( )-2
Trainees "off the job" too long	( )29-1	( )-2
Other (Please Specify)		

____

12a. Considering your organizations last 2 fiscal years, what percentage of your organization's yearly gross revenue has been allocated for training? ____________% (31)

12b. Is the percentage allocated (in Q.12a) adequate for your needs?
YES ( )32-1
NO ( ) -2

12c. Please explain your answer to Q.12b.

____33-

13. How are structured training programs obtained by your organization?

	YES	NO
Constructed by an In-House Training Group	( )34-1	( )-2
Constructed by Other In-House Personnel	( )35-1	( )-2
Constructed by Outside Consultants	( )36-1	( )-2
Purchased as a Package and implemented by in-house staff	( )37-1	( )-2
Other (Please Specify)		

____

14. What types of training packages would you like to see made available to your organization?

____38-

____

15. What do you consider to be the essential features of a good training package?

____39-

____

16. May we please have the county and state of your organization?

COUNTY ____________________40-

STATE ____________________41-

THANK YOU VERY MUCH FOR YOUR HELP!

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
Survey of Employer Sponsored Training

A. Identifying Information

1. Name of your organization: ______
   Address: ______
   City/state/zip: ______

2. Name of respondent: ______
   Title: ______
   Telephone: ______

3. Type of business activity:

4. Is this a division or operating unit of a larger (parent) organization? (Check one)
   ______ No.
   ______ Yes. If yes, what is the name of the larger organization?

   ______

B. Total number of employees and training occurrences for 1983 or recent 12-month period. (Exclude all employment and training outside the United States. Please fill in as many blanks as possible, use zeros ("O") where no activity occurred.)

	Type of employee:		
	1 Salaried, exempt employees (managerial, professional, technical, etc.)	2 Salaried, non-exempt (office, clerical, support, etc.)	3 Hourly, non-exempt (craft, production, etc.)
1. Average number employed during past year	______	______	______
2. Number of training occurrences (count employees as often as they are trained. One person taking 3 different courses would be 3 occurrences)			
a. Given by your training department	______	______	______
b. Given by other training departments in your organization	______	______	______
c. Given by operating departments	______	______	______
d. Given by outside sources (seminars, vendors, etc.)	______	______	______
e. Total training activities (sums of columns 1, 2, 3)	______	______	______
3. Number of person-hours of training (total for all occurrences)			
a. Given by your training department	______	______	______
b. Given by other training departments in your organization	______	______	______
c. Given by operating departments	______	______	______
d. Given by outside sources (seminars, vendors, etc.)	______	______	______
e. Total training hours (sums of columns 1, 2, 3)	______	______	______

(over)

C. Estimate how much of the person-hours of training reported in question B was in each of the following areas. (Estimate using percentages which should add up to 100%).

	1 Salaried, exempt employees	2 Salaried, non-exempt employees	3 Hourly, non-exempt employees
New employee orientation	____	____	____
Jobs skills training, equipment orientation	____	____	____
Management skills, supervisory techniques	____	____	____
Marketing, sales, etc.	____	____	____
Human relations, communications skills, etc.	____	____	____
Occupational health and safety	____	____	____
Basic education, literacy, basic language skills, etc.	____	____	____
Other, please specify:	____	____	____
Total	100%	100%	100%

D. How much money was spent on the training activities reported in question B? (Include training department expenditures and activities supported by operating units. If in thousands (000s) please indicate.)

	1 Salaried, exempt employees	2 Salaried, non-exempt employees	3 Hourly, non-exempt employees
1. Course materials (texts, packaged programs, development of programs, etc.)	____	____	____
2. Instructional expenses (teaching by own staff, hired outside consultants, etc.)	____	____	____
3. Facilities (rentals and other costs)	____	____	____
4. Fees for outside seminars and courses	____	____	____
5. Travel and per diem for trainees	____	____	____
6. Salaries paid to persons while in training	____	____	____
7. Tuition aid	____	____	____
8. Other, please specify	____	____	____
Total (sums of columns 1, 2, 3.)	____	____	____

Thank you for your cooperation with this survey. If you have any comments on the form they would be particularly welcomed, as this is a first-time study.

Please return to:

Robert Calvert, Jr.
American Society for Training and Development
600 Maryland Avenue SW, Suite 305
Washington, DC 20024 (202/484-2390)

TOTAL NUMBER RESPONDING = 55

SUMMARY OF CONTINUING EDUCATION ACTIVITIES FOR ENGINEERS AND SCIENTISTS

Conducted By: UNIVERSITY OF WISCONSIN–EXTENSION,
DEPARTMENT OF ENGINEERING & APPLIED SCIENCE
and the WISCONSIN SURVEY RESEARCH LABORATORY

In cooperation with the Continuing Engineering Studies Division of the American Society for Engineering Education

Initial development of the survey form was under contract with the National Science Foundation.

1. Name, title and phone of person completing this form:

Name ____________________

Title ____________________

Telephone ____________________
AREA CODE NUMBER EXTENSION

2. Complete name and address of the organization:

____

____

____

This questionnaire covers areas that your organization may have been involved in relating to the continuing education of engineers and scientists.

ACTIVITIES TO BE REPORTED. Continuing education activities which are designed to increase and update professional knowledge and skills of engineers and scientists with a Bachelor's degree (or equivalent). Exclude activities primarily for physicians, other health professionals, elementary and secondary teachers, or college and university faculty. Exclude general management courses.

Continuing education activities reported must be designed and conducted for the specific and sole purpose of education or certification. Do *not* report an activity which included a business session or meeting, unless there was a separate registration for the educational part of the meeting or conference. Report *only* those activities for which your society was the *primary sponsor* and *assumed fiscal management*.

3. If your organization conducted *NO* engineering and scientific continuing education activities between July 1975 through June 1976, please check below and return this form in the envelope provided. Other organizations, please continue with Question 4.

________ (NO SUCH ACTIVITIES; PLEASE RETURN FORM)

4. Please check *each* of the possible levels of your organization listed below for which you can report on engineering and scientific continuing education activities during the 1975-76 fiscal year.

41 National 21 Regional 6 State 22 Local Other (SPECIFY): 9

NOW PLEASE READ THE NEXT PAGE OF DEFINITIONS, THEN PROCEED WITH THE QUESTIONNAIRE.

ACTIVITIES TO BE REPORTED. These activities for fiscal 1975-76 are defined on the first page. NOTE: If the *same course* was held five times it should be counted as five activities.

SCOPE. Include *all* engineering and scientific activities, as defined above, for that portion of your school checked on page 1. If comprehensive information is not available, a partial report of activities is requested.

CLOCK HOURS. Report number of contact and/or study hours spent in each noncredit activity by one participant. See examples in items I - V below.

MEDIA. Activities in I - III should be reported in 2 categories.

(A) Taught via conventional live instruction.

(B) Taught via media (electronic media, tape, etc.).

Activities in IV and V should be reported in these 2 categories:

(A) Written instruction only.

(B) Written and audio/video instruction.

TYPE OF ACTIVITY: COLUMN A—CONTINUING EDUCATION FORMAT.

I. **Intensive Short Course** (minimum 30 clock hours).
An organized instructional program on a specific subject, meeting in all-day sessions. A minimum of 5 days of instruction, with at least 30 clock hours. For example, a 5-day short course with 8 hours of lecture and workshops per day is 40 clock hours.

II. **After-hours, Noncredit Course** (minimum 5 clock hours).
An organized instructional program on a specific subject, presented in short segments over a predetermined number of weeks.

III. **Institute, Seminar, Clinic, and/or Workshop** (5 to 30 clock hours).
An organized instructional program meeting for 5 hours or more in continuous session except for meals and recesses, consisting of 1 to 4 days of instruction, with less than 30 clock hours. For example, if equal numbers of 2- and 3-day institutes are sponsored with 6 hours of instruction per day, the average clock hours for institutes would be 15.

IV. **Correspondence Course.**
A course of instruction involving a continuing exchange between instructor and student, conducted primarily by written communication. May involve audio or video instruction. Clock hours are defined to be the intended time the student is to spend on course lessons. For example, a correspondence course with 20 lessons, each requiring 6 hours to complete, would have 120 clock hours.

V. **Self-Study/Independent Study Packages.**
A program of instruction in which all materials are sent to the student. No contact with an instructor. Should consist of study guides, workbooks, and/or audio or video tapes. Clock hours are defined to be the intended time the student is to spend on study lessons.

5. **CONTINUING EDUCATION ACTIVITIES:** July 1975-June 1976.

COLUMN B - enter the type of media used in each format:

- Audio cassettes
- Video cassettes
- Closed-circuit TV
- Educational TV
- Electrowriter/Electronic Chalkboard
- Telephone network
- Radio
- Film
- Computer-Aided Instruction
- Other (please specify)

COLUMN C - enter total number of *activities held* in each format.

COLUMN D - enter total number of *registered participants* in each format.

COLUMN E - enter number of *credit hours* or *clock hours.*

COLUMN F - enter total number of activities in each format with written or oral content *exams.*

COLUMN G - enter total number of activities scheduled and promoted, but *cancelled* due to low enrollments.

TOTAL RESPONSE

(NUMBER WITH PROGRAMS)

CONTINUING EDUCATION FORMAT July 1975-June 1976		NUMBER OF				
A TYPE	B MEDIA USED	C Activities held	D Registered participants	E Clock hours (average)	F Activities with exams	G Activities cancelled
I. Intensive Short Course (12) (minimum 30 clock hours)	(A) Live instruction:	145	4,918	161,041	3	1
	(B) Via other media (list)					
II. After-hours/ Noncredit Course (9) (minimum 5 clock hours)	(A) Live instruction:	67	5,288	103,829	2	5
	(B) Via other media (list)					
III. Institute, Seminar, (48) Clinic, and/or Workshop (5 - 30 clock hours)	(A) Live instruction:	900	46,523	628,403	3	19
	(B) Via other media (list)					
IV. Correspondence Course (11)	(A) Written instruction only:	167	4,583	163,521	131	
	(B) Written and audio/video					
V. Self-Study (9)	(A) Written instruction only:	83	5,812	17,766		
	(B) Written and audio/video					
VI. Other (PLEASE DEFINE) (3)		33	8,024	103,914	1	

CONTINUE ON WITH LAST PAGE

6. Of the *TOTAL* number of activities reported in COLUMN C, approximately what percent were primarily directed toward:

		0%	1-49%	50-99%	100%
I. Engineers	________ %	17	3	13	18
II. Scientists	________ %	33	5	3	5
III. Both	________ %	27	8	3	10
TOTAL	100 %				

7. Although records are not usually kept in this area, in your estimation approximately what percent of the *TOTAL* registered participants in COLUMN D were:

		0%	1-49%	50-99%	100%
I. Engineers	________ %	3	14	30	4
II. Scientists	________ %	8	27	10	3
III. Other	________ %	25	18	4	0
TOTAL	100 %				

8. If activities were given for the national level only, to your knowledge are engineering and scientific continuing education activities conducted on other levels?

19 Yes   6 No   14 Activities were given for national and for other levels

All information received is confidential. The identity of an individual organization and specific figures will not be revealed.

Please return in the enclosed envelope. Thank you.

AMERICAN
BANKERS
ASSOCIATION

American Society for
Training and Development

Survey of Employer Sponsored Training

1. Identifying Information

a. Name of your bank: ______________________________

Address: ______________________________

City/state/zip: ______________________________

b. Name of respondent: ______________________________

Title: ______________________________

Telephone (with area code): ______________________________

c. Size of bank. (As in the case of all data on this form, this information will be treated confidentially and only used to develop national tables with no identifying link to any bank. Please report for your entire bank, including branches. Cite for most recent year for which you have data.)

How many persons are employed by your bank?

	Exempt employees (managerial, technical, professional, etc.)	Non-exempt employees (tellers, office, clerical, support, etc.)
Full-time	______	______
Part-time	______	______
Total	______	______

What are your bank's total assets? $ ______

What was your return on assets? ______%

2. Training Organization

a. Is there an organized training office or department in your bank? (Check one)

______ No If no, go on to question 3

______ Yes If yes, how many work in that department?

	Exempt employees	Non-exempt employees
Full-time	______	______
Part-time	______	______

b. To what extent is all training conducted or sponsored by this office? (Check one) Estimate, if necessary.

______ 80% or more of all training conducted or sponsored by training office

______ 60-79% by this office

______ 40-59% by this office

______ 20-39% by this office

______ Less than 20% by this office

3. Training Participation. Number of employees who participated in training sponsored by your bank during the most recent year for which you have data. For purposes of this survey, training is organized educational effort provided, or paid for all or in part, by an employer and designed to improve job performance, career progress, or organizational effectiveness. It includes classroom, laboratory, vendor, seminar, directed independent study, and other activities with a clear student/teacher relationship or a structured program. It does not include informal on-the-job coaching or supervision.

Employees should be counted under as many sources as applicable. For example, John Jones took two courses during the year given by the training department and one from an outside vendor. He would be counted twice in line a and once in line c. (Note: Tuition aid support will be covered in a later item.)

	Exempt employees	Non-exempt employees
a. Given by your training department		
b. Given by an operating department		
c. Given by an outside source...		
An educational institution		
A vendor		
A trade or professional association (such as the American Bankers Association, the American Institute of Banking, or the Bank Administration Institute)		
d. Total (sum of a, b, and c)		

4. Hours of Training. Report on approximate number of person hours of training (total for all occurrences). For example, if Jane Jones took a 10-hour course and a four-hour course both given by a trade or professional association, that would total 14 hours in item c.

	Exempt employees	Non-exempt employees
a. Given by your training department		
b. Given by an operating department		
c. Given by an outside source...		
A Vendor		
An educational institution		
A trade or professional association (ABA, AIB, BIA, etc.)		
d. Total (sum of a, b, and c)		

5. Areas of Training. Estimate how many of the person-hours of training reported in item 4 were in each of the following areas:

	1	2	3
	Exempt employees	Non-exempt employees	
New employee orientation			
Teller job skills training			
Computer-related job skills training			
Credit skills job training			
Other job skills training			
Basic or remedial education (literacy, basic language skills, etc. up to the 8th grade level)			
Management skills, supervisory techniques			
Sales and customer service			
Human relations, oral and written communications			
Occupational health and safety			
Other (specify):________			
Other (specify):________			
Total (should be the same total as in item 4)			

Now go back and use column 3 to indicate whether training in each area is increasing in size or emphasis (place a "+"), decreasing (place a "-") or about the same (leave blank).

6. Financial Data. How much money was spent on the training activities reported above? Include funds from the training office budget as well as activities supported by other units. If in thousands (000s) please indicate.

	From training office budget	From other units' budgets
Instructional costs, staff trainers	$	$
Instructional costs, line trainers		
Course materials and program development costs		
Outside seminars and courses		
Consultants		
Facilities and equipment		
Trainee travel and per diem expenses		
Tuition aid		
Training overhead and administration		
Total	$	$

7. Do you keep data on salaries paid to participants while in training? (Check one)
    ______ No
    ______ Yes If yes, how much was spent on this area last year? $______
8. Comments on the form or on the training activities:

Please return the form in the envelope provided to:
ABA-ASTD Survey
International Communications Research
105 Chesley Drive (Yorktown Buildin
Media, PA 19063

If you have any questions about the specifics in the survey, call Diane Rosso at ICR at 215/565-9280. If you have any general questions about the study, call Kit Stevenson at ABA at 202/467-4862.

Thank you for your cooperation. We will send you a copy of the results.